

The Effect of Poverty on the Provision of Quality Education: A Case of Selected Secondary Schools in Mansa District of Luapula Province, Zambia

¹Winfridah Kapasa, ²Chisebe Sylvester and ³Sibanda Linda

¹Kombaniya Secondary School, Mansa, Zambia

²Department of Postgraduate and Research Studies, Eden University, Lusaka, Zambia

³Department of Education, Eden University, Lusaka, Zambia

Corresponding Author: Winfridah Kapasa, Kombaniya Secondary School, Mansa, Zambia

Abstract:

The purpose of this study was to examine the effect of poverty on the provision of quality education in selected secondary schools in Mansa. The study was guided by four research objectives and these are; to identify the effect of poverty on the provision of quality education, to examine the effect of poverty in Secondary schools and how it hinders the provision of quality education and to analyze the strategies employed in delivering of quality education in secondary schools. The data collection instrument used in this study was questionnaires and interviews. The study analyzed data using SPSS. Statistical Package for Social Sciences (SPSS) was used as a tool for statistical analysis and the results and was presented in figures and tables. On the effect of poverty in Secondary schools and how it hinders the provision of quality education. Figure 1 shows that schools in poverty-stricken areas may not have enough resources to provide quality education, including textbooks, technology and teaching materials. This can result in inadequate education and reduced learning outcomes for learners. Figure 2 show that poverty can lead to poor health and nutrition, which can negatively affect learners from learning. Figure 3 shows that one of the most important strategies is to have well-trained and qualified teachers who can deliver quality education to learners. These findings suggest that there is a need to dedicate more resources to enable friendly school environment and ensure adequate facilities for inclusive education.

Keywords: *Environment, Inadequate, Poverty, Provision, Quality Education.*

1.1 Introduction

Since the formal introduction of education, it has been identified by some beneficiaries that education is a liberating force, liberating people from the crunches of illiteracy, superstition, inferiority complex and other barbaric actions. But in spite of all these advantages bequeathed to us by education, it has been infested and confronted with so many problems which among them include poverty. Poverty has completely crippled the development of education in Zambia. Right from the time when education was formally established in the country with the imposition of some little amount of money on each student, many people who would have become the ambassadors and policy makers of this our country could not afford to pay such money then and it has absolutely jeopardized their future. The international community has considered the plight of the citizens of developing countries on their educational development and the difficulties poverty has posed on it. Therefore, this paper seeks to analyse the effect of poverty on the provision of quality education in some selected secondary schools of Mansa district, Luapula province.

Poverty is defined as the state of being extremely poor. Large income deficiencies complicate the task of developing a sense of belonging and community in a given entity. There is a consensus that education brings a range of returns (monetary and nonmonetary) that benefit both the person investing in the education and the community in which they live. Since independence education was recognized as a secondary human right and a powerful tool for human resource and national development. Policy documents have reiterated

the importance of Education in eliminating poverty, diseases and ignorance.

Negative teacher-student relationships and structural inadequacies affect the student's ability to learn and develop positive relationships with their local environment and superiors (Ackerly, 2018). A school is an institution for giving children instruction. Schools in all communities deserve the bare essentials when it comes to education, highly qualified teachers, current textbooks, and safe and adequate facilities. Schools have the ability to be the pride and joy of a community. When ran in a successful manner, schools contribute to the success of the community.

Moses (2016) states that "Poverty, chaotic home environments, discrepancies in exposure to technology, and lack of funding for schools all negatively impact the effort to educate children." Sifuna (2019) defines quality education by focusing on inputs and outputs process. According to him, inputs in education include teaching and learning materials as well as teachers and students. In addition, he further states that quality education can be measured "quantitatively or through characteristics such as the qualification of teachers, textbook relevance and students" intellectual and nutritional status.

Others may include the proper organization of lessons, the correct use of text books and homework, the encouragement of child-centered learning and the absolute amount of time spent on a task. The output side can be measured through completion rates and the competencies of students after completion of a programme.

Moses (2016) adds on to say "quality education can be defined in terms of the fitness for use, the satisfaction the needs of strategic constituencies or conformance to strategic constituencies requirements and expectations by meeting their explicit and implicit expectations." Quality in school education is essential in the development of the country's economy. Moses (2016) argues that, quality education, require reaching beyond the concentration on inputs to address the process of learning.

A quality education is supported by three key pillars: ensuring access to quality teachers; providing use of quality learning tools and professional development; and the establishment of safe and supportive quality learning environments. According to (MoGE, 2017) provision of quality academic education in Zambia is key to sustainable development. Quality education has been a corner stone of the development of a country.

Sykiner (2023), notes that "Education is one of the secondary needs for human development and it enables one to escape from poverty". Thus, governments and society have a vested interest in ensuring a constant flow of students in secondary education. Zambia has a serious shortage of secondary schools' places resulting from inadequate investment in infrastructure over the years. As a result, access to secondary education is costly due to limited school places. Although the upgrading of 220 secondary schools into secondary schools brought about by the policy change from the secondary and high school education system to the secondary and secondary school education system, there is still a serious shortage of secondary school places in Zambia.

To date the Zambian government is fully committed to provision of quality education to guarantee the right to every learner an education that offers a competitive edge in a global market. Such commitment has been realized through the Government's efforts in financing education, reviewing the education sector, seeking community, development partners and other stakeholders to make substantial investments in education. Despite such efforts, provision of quality education has remained elusive due to inadequate infrastructure and other inputs in education, especially at school level where the cost sharing policy is in force. The most affected are usually the poor in society, the urban poor and the rural poor mostly in marginal districts. The resultant effect is that schools mostly located in poverty prone districts tend to be disadvantaged hence offering less quality compared to schools in better endowed regions. Their settlement patterns also disadvantage them if we are to look at the distribution of work opportunities especially to parents who belong to different social classes, have an effect on the provision of quality education in terms of availability of education support facilities. For example, libraries, recreational centers and total number of schools in and around the area. The availability of teaching and learning materials is also one important determinant of the extent to which the ideal of equality can be realized in the effect of poverty on the provision of quality education. According to Brooks-Gunn and Duncan (2013), prolonged exposure to poverty is detrimental and the most damaging effects seem to occur for children who live in these severe environments for many years. Poor quality of education is based on weak indicators for levels of learning achievement, state of

infrastructure/facilities, adequacy of learning materials, and availability of competent teachers.

1.2 Statement of the Problem

Most children living in poverty attend public schools in economically disadvantaged neighborhoods. This means that the schools are underfunded even though education has been regarded as an aspect of national development and launching of free education up to secondary level, but still children continue to drop out of school. While secondary education in Zambia has been considered important, there are many challenges to its provision including lack of teaching and learning materials, understaffed, and demotivated teachers as well as overcrowded classrooms (MoGE, 2019). These impediments have led to producing students with no quality secondary education to help them go up the academic ladder or participate effectively in their local communities.

The high dropout and repetition rates and poor school attendance, especially in the lower grades, suggest low quality of provision of secondary education in secondary schools. Children living in poverty and attending public schools not only have to deal with stressors from school but those dominating their personal lives as well. There is evidence of disparity in performance between low-income schools and high income urban schools and the reason behind the occurrences is poverty. From the statistics and analysis obtained from the guidance teachers in the selected schools I observe that the number of learners who enrolled were 335, dropout 111, giving a total number of 224 who attain school. The percentage for dropout rate comes to 33%. In addition, Duncan (2013) also asserts that, prolonged exposure to poverty is detrimental and most damaging effect for children who live in severe environments and estimated 47% young school going children who does not attain school to be living in absolute poverty and lack finances for school supplements for example, books, uniforms school bags and upkeep. Thus, this study focused on filling that gap in literature by seeking to establish the effects of poverty on the provision of quality education.

1.3 Research Objectives

1. To identify the effect of poverty on the provision of quality education.
2. To examine the effect of poverty in Secondary schools and how it hinders the provision of quality education.
3. To analyse the strategies employed in delivering of quality education in secondary schools.

1.4 Conceptual Framework

The conceptual framework for quality of education in schools is based on systems theory applied to education. This theory is important for understanding any education system for it contrasts with numerous fragmentary reforms aimed at improving aspects or parts of the education system which may not normally succeed. This theory derives its notion from science, where it is believed that a set of parts of a system interact to achieve specified objectives (Best & Katin, 2014). Similarly, in an education system, various levels of the education system (national, tertiary, school, and pre-school) and their associated classrooms, together with their relevant stakeholders, should work together to achieve systemic educational goals. This involves developing relevant monitoring and evaluation instruments for use in monitoring and evaluating education to find out whether quality is being realized, which should be a joint effort of all education stakeholders. In our proposed conceptual framework for quality of education, School Self Evaluation (SSE) is a central component at all the levels, where the national level should design and develop (SSE) framework. After its evaluation to ascertain its quality, this SSE framework should be given to schools, where it should be used to do the actual SSE in the school as well as in classrooms.

After the SSE, an SSE report, which was a description of the evaluation's findings, was produced. The SSE report will also highlight what needs to be improved to enhance quality of education in the school. So, SSE is a crucial component for quality improvement. Failure to realize educational goals may be unfitting to assume that problems may be at any one of the levels of the education systems. Instead, a comprehensive analysis of the education system should be done to understand the problem and to find out the exact source of the problem. This may help to ensure effective improvement to take place.

When working with systems, we should explore critically the problem itself with all those who are affected by it. This may help to ensure an effective solution to the problem. Without a comprehensive systemic approach to solving educational problems, improvements may only be based on trial and error which may

fail to address the problems. Furthermore, general solutions to educational problems may not necessarily work since each education system is unique. Unfortunately, very few people are trained in systems theory approach to research in education. Considering systems' theory approach to education, the conceptual framework for quality of education in schools proposed here acknowledges a bi-directional influence of quality of education among the different levels of the education system, whereby the quality of education at one level will influence that of the other levels and vice versa.

1.4 Significance of the Study

This study is significant for several reasons. First, it provided an understanding of the relationships that exists between education inputs and achievement levels. Secondly, the study gave a clear picture of the minimum levels of resources required by the study of school settings in order to bring about significant gains in achievement levels. Thirdly, through in-depth interviews, the research uncovered features of schooling that matter in improving achievements.

The study research provided thick descriptions of how the teaching and learning environment is managed in relation to the improvement of quality of education. The study helped in the understanding of the usage of school inputs, which are linked, to quality improvements with respect to achievement. The other benefit was on the ministry of education to allocate the funds in terms of bursary especially to the students from poor, social and economic background.

The district supervisors also identified the communities' abilities in seminars and workshops to empower them with knowledge and skills on how to alleviate poverty and promote education. Hence, parents understood better their roles and work for the betterment of their community by supporting education. In addition, future researchers used the information to improve on the future research and tackle on areas that were not well ventured for so as to bridge the gap in research.

1.5 Research Methodology

1.5.1 Research Design

This section focuses on the research techniques adopted and was used for this study with the aim of achieving the research objectives. A descriptive design was used of which its main purpose was to generate an understanding of the topic describing the phenomenon in its world context. This design will involve the qualitative and quantitative data collection results to provide in-depth evidence of the case study. This will bring a wide variety of research methods to be used to gather numerical and descriptive data to assess the relationship between the variables.

1.5.2 Research Site

The research was conducted in Mansa District of Luapula Province in the selected secondary schools.

1.5.3 Population, Sample and Sampling procedure

The following was the target population of the study; pupils, teachers, school managers (Head teachers), members of school PTA board and some community members. The target population was 1050. The sample size of the study was 105. The numbers of respondents involved in the study was 5 Head Teachers of which 1 from each selected school, 15 Teachers of which 3 from each selected school, 70 pupils of which 14 from each selected school, 5 PTA board members of which 1 from each selected school and 10 community members of which 2 from each selected school. The sample size was arrived at using the tenth percent of the target population 1050, which will make 10%. Simple random sampling technique was used to select few Secondary schools from the total number of Schools available in the district. This technique will provide an equal opportunity for participants to be involved in a given study. Simple random technique will also be used to select the learners, Teachers and members of school PTA board. Also, purposive sampling was used to select key informants (i.e. Headmasters, Teachers, pupils and community). Participants based on their experience and knowledge will have the assessment of quality education in the community. The study will employ random and purposive sampling procedures.

1.5.4 Data Analysis

The data collected was processed using Statistical Packages for Social Sciences (SPSS). The study used both qualitative and quantitative methods. Several analytical methods were used in line with the specific objectives to reflect the collected data in order to facilitate easy understanding but also convenient analysis.

1.5.5 Ethical Considerations in the Study

The respondents in this study were afforded with the highest level of secrecy by not exposing any information they will provide to another respondent. During administration of the questionnaires, interviews and documentary review, the researcher informed the respondents about the purpose of the study, as well as assuring them of privacy, confidentiality and anonymity to be guaranteed. The identity of the respondents was withheld by the researcher.

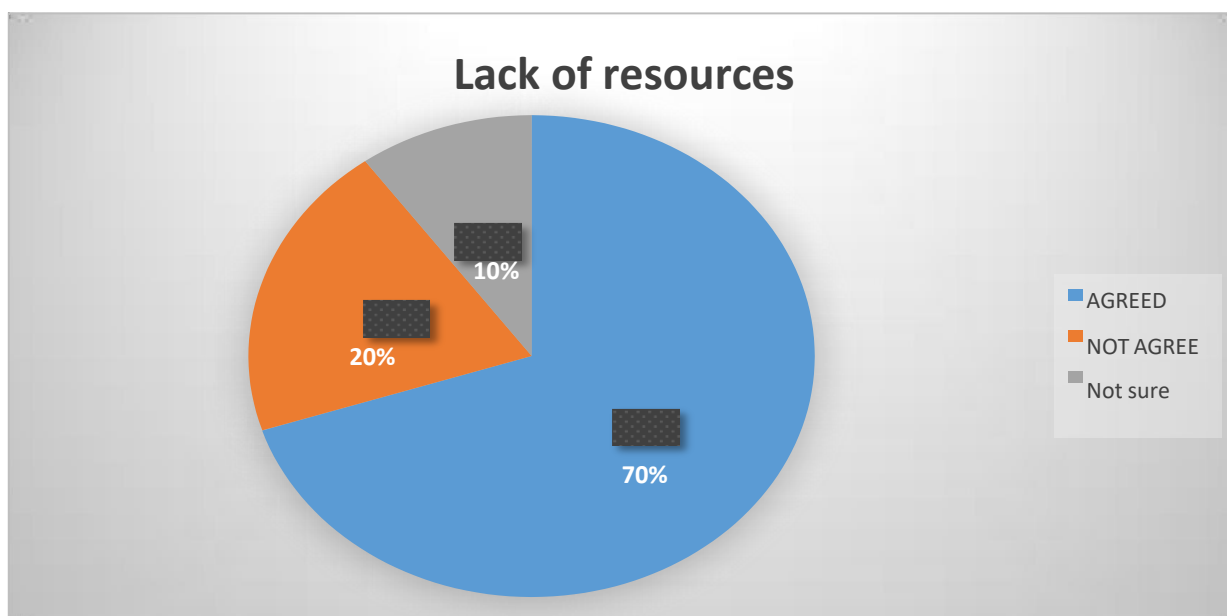
Findings And Discussions

The following findings and discussions were presented to the set of objectives:

To identify the effect of poverty on the provision of quality education.

According to Aber, Bennett, Conley (2016). Poverty can have a significant impact on the provision of quality education. Some potential effects include:

Figure 1: Showing Lack of resources



From the research the majority agreed that Schools in poverty-stricken areas may not have enough resources to provide quality education, including textbooks, technology, and teaching materials. This can result in inadequate education and reduced learning outcomes for learners.

From the research the majority said that Schools in low-income areas often experience high rates of teacher turnover due to low salaries and difficult working conditions. This can lead to a lack of experienced teachers, which can negatively impact learners learning. It was discovered that most teachers feel demotivated, hence tend to lose morale in their execution of their duties as a result the pupils lose focus as they consider them as their role models they feel education is not important to them and as a result thus compromising with the standard of delivering quality education. Most learners drop out of school and a lot of absenteeism is noticed among learners and with the additional excuse of not having meals or proper feeding at their homes also result into the low provision of quality education. The experiences and knowledge that the respondents attributed to the confirming that the feeding programme at the school is beneficial were as follows: Learners spent much of the time in schools and has attributed to tangible teacher learner contact hours. In the past learners knocking off before the recommended time for knocking was attributed to hunger with the school feeding programme this has been rated rare cases. Learners have the

energy to also take part in extracurricular activities as confirmed by the teachers.

Learners' attendance has been one of the visible positive outcomes of school feeding, from the research the findings were that, the unavailability of enough resources for procurement of enough food and the challenge of preparation of meals especially in the rain season due to community members busy schedule of activities in their farms to mention but a few. The other observation was lack of frequent meetings to review the feeding programs and its gaps with the community members and the traditional leadership for consented efforts towards enhancing the delivery of the school feeding programme. In addition to this most pupils due to the unavailability of structures that would be deemed safe for meals was not a big deal for them as long as they are provided with the food, all these is as a result of poverty not meeting up to the basic human needs.

The challenges highlighted above have adversely affected teachers' delivery and the academic performance of learners. The poor academic performance of learners can be attributed to little time to concentrate on their school work due to these challenges they face. Also, the poor working conditions for teachers had a negative impact on pupil performance in that it resulted in higher absenteeism, reduced levels of effort, lower effectiveness in the classroom, low morale and reduced job satisfaction which can be summed up as lack of friendly teaching and learning environment (Komba, Hizza & Jonathan, 2013).

The demand for secondary education has increased in the recent past across the globe. This high demand for secondary education is being triggered by the need to attain Universal Education that will help to bridge the gap between quality education, qualified and committed learners. School at times doesn't have running water and this poses a threat to sanitation for the girls and boys in school. This is supported by a study done by the WHO (2019) on factors affecting schools' provision of quality education. The study found that the link between poor sanitation and poor health is evident; lack of adequate sanitation facilities is a major reason why many children, particularly girls, fail to attend school.

Lack of sanitation facilities affects the performance and achievement of all pupils and is detrimental to the working conditions of teachers. Girls and boys must have equal access to adequate sanitation facilities in schools and must be separated with their own wash basins and taps. Diseases related to inadequate water, sanitation and hygiene are a huge burden in developing countries. It is estimated that 88% of diarrheal disease is caused by unsafe water supply, and inadequate sanitation and hygiene (WHO, 2019). Many schools serve communities that have a high prevalence of diseases related to inadequate water supply, sanitation and hygiene particularly lack of hand washing. If everyone in the world had access to a regulated piped water supply and sewage connection in their houses, 1863 million days of school attendance would be gained due to less diarrheal illnesses. In addition, on sanitation, the researcher had to find out the issue that concerns girls that due to poverty among learners especially girls if their families may not afford to buy them sanitary pads, they will not come to school the days they will be menstruating to avoid shame at school instead they would rather be home and wait till they finish their messes and that's when they will start coming back to school.

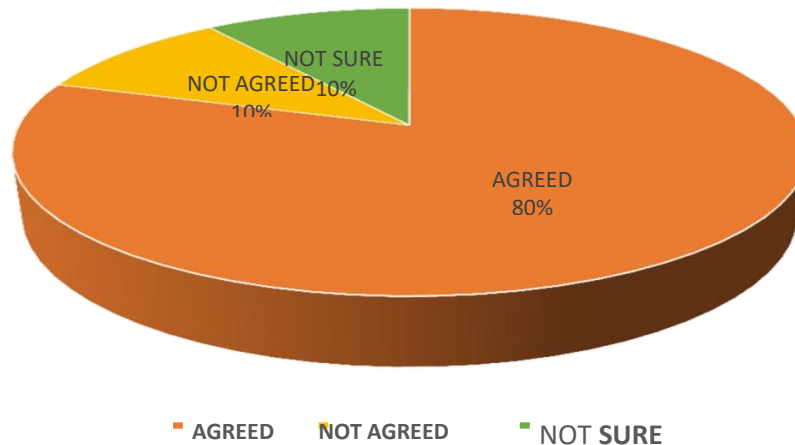
Teachers are involved in the variety of some actions aimed at reducing the adverse effects of the problems so just to allow learners to be attending classes no matter what their reasons could be. Some respondents told the researcher that the issues primarily hinder the teachers work, necessitating the need to take action. If learner's dropout of school, they will lessen the motivation of teachers and that their parents have no idea about the curriculum and may not assist their children at home with homework and this will greatly affect and compromise the standard of the quality of education that can be instituted upon the learners. The mere reasons most of the respondents had been that their children refuse to go to school if they have no food, they further stated that it's better they go and do piece works than going to school on an empty stomach.

To examine the effect of poverty on the provision of quality education in some secondary education

From the research the majority agreed that Poverty can lead to poor health and nutrition, which can negatively affect learners from learning.

Figure 2: Poor Health and Nutrition

POOR HEALTH AND NUTRITION



Malnourished children may struggle to concentrate in class, leading to decreased academic performance (Achoka, Odebero, Maiyo, Ndiku 2017). From the research the majority agreed that Learners from low-income families may not have access to a quiet, safe, and supportive home environment that is conducive to learning. This can impact their ability to complete homework assignments and study effectively. Poverty can have a profound impact on the provision of quality education, and it is essential to address poverty and its related issues to ensure that all learners have access to high-quality education. The effect of poverty on the provision of quality education in secondary schools is a complex and multifaceted issue. Poverty can affect the quality of education in a number of ways, and these effects can vary depending on the specific context (Ackerly, 2018).

One of the most obvious ways in which poverty affects the provision of quality education is through a lack of resources. Schools in impoverished areas may not have adequate funding to provide quality teaching materials, technology, or even basic infrastructure such as adequate classroom space and facilities. This can lead to overcrowding, limited access to textbooks and other educational resources, and a lack of qualified teachers. Another way in which poverty affects the provision of quality education is through the socio-economic status of students (Alisa and Gregg 2013).

Children from poor families may not have access to the same opportunities as their wealthier peers, which can affect their academic performance. For example, they may not have access to extracurricular activities or tutoring, which can help them to develop their skills and knowledge. Moreover, poverty can also lead to a lack of motivation among students. Students from poor families may have to work long hours to support their families, which can lead to exhaustion and a lack of focus in school. (Alisa. and Gregg 2013).

They may also face social and emotional challenges, such as discrimination and stigmatization, which can affect their self-esteem and their ability to succeed academically. In addition, poverty can also have a negative impact on the quality of teachers. Teachers who work in impoverished areas may not receive the same level of training or support as those in wealthier areas. They may also face a range of challenges in the classroom, such as dealing with large class sizes, limited resources, and students who may be struggling with poverty-related issues.

To address these challenges, there are a number of strategies that can be employed. For example, schools can work to increase their funding levels, improve the quality of teaching materials and infrastructure, and provide more support to teachers (Bradshaw, 2023). They can also work to address socio-economic disparities by providing additional support and resources to students from impoverished backgrounds. This may include offering tutoring, mentoring, and other forms of academic and social support. Poverty can have a significant impact on the provision of quality education in secondary schools.

To address this issue, it is important to consider the range of challenges that poverty can create, and to develop targeted strategies to address these challenges. By doing so, it may be possible to improve the quality of education and support the academic success of all students, regardless of their socio-economic

background Poverty can have a significant impact on the provision of quality education in several ways Limited access to education: Poverty can limit access to education by making it difficult for families to afford the cost of education, such as school fees, uniforms, and textbooks. Children from poor families may also have to work to support their families instead of attending school, or may live in remote areas with limited access to schools.

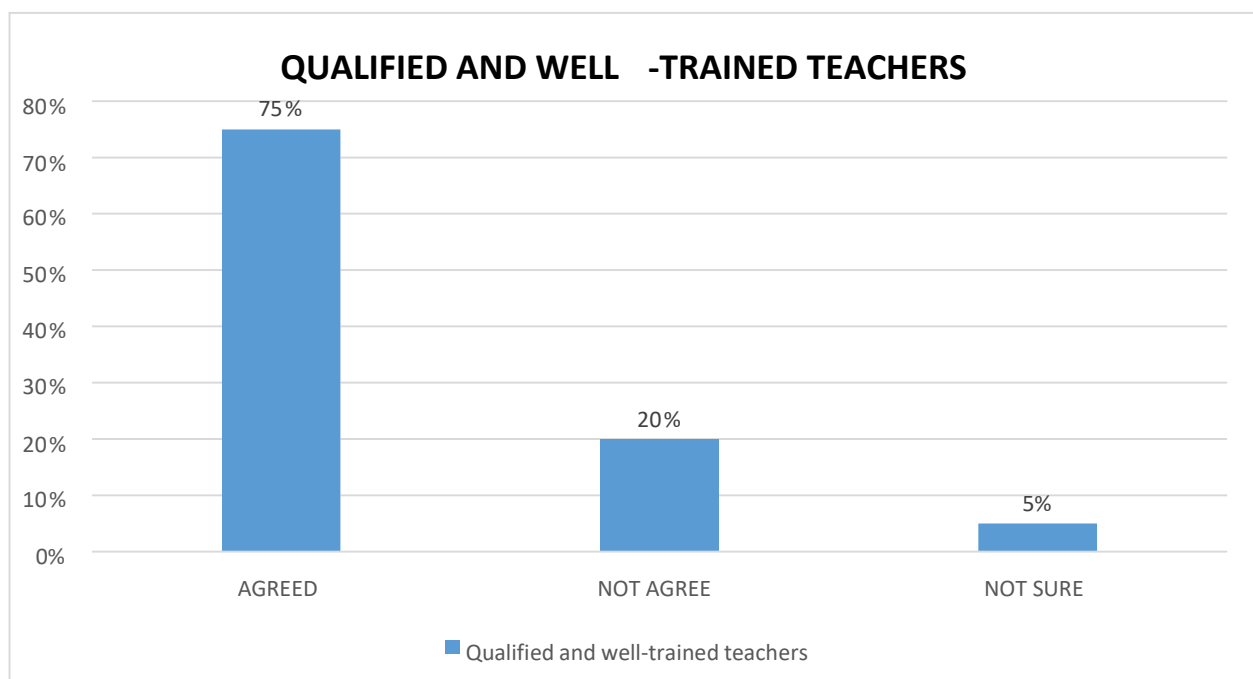
Schools in impoverished areas may lack basic infrastructure and resources, such as adequate classrooms, libraries, computers, and internet access. This can make it difficult for teachers to provide quality education and for students to learn effectively. Poorly funded schools in impoverished areas may struggle to attract and retain qualified teachers, leading to a shortage of experienced and skilled educators (Best and Katin 2014). Children from impoverished backgrounds may suffer from malnutrition or illness, which can impact their ability to learn and perform well in school. Poverty can also contribute to high dropout rates, as families may prioritize immediate needs over education, or students may drop out of school to work and support their families (Best and Katin 2014).

Poverty can create a cycle of poor education and limited opportunities, which can make it difficult for individuals and communities to break out of poverty in the long term as they will be used to being tied up and thinking all is well and undermining themselves for success and being innovative and resourceful, but rather continuing being primitive, illiterate, ignorant and unskilled in the name of being poor hence no chances of survival where development is concerned.

To analyze the strategies employed in delivering of quality education in secondary schools.

There are various strategies that can be that the researcher came up with from the respondents that can help to deliver quality education in secondary schools.

Figure 3: Access to technology



From the research the majority said that one of the most important strategies is to have well-trained and qualified teachers who can deliver quality education to learners. Teachers should have subject matter expertise, effective teaching methods, and the ability to use technology to enhance their teaching. This includes access to computers, the internet, and software applications. Schools should also provide training to teachers and learners on how to use technology effectively.

From the research the majority agreed that developing a strong curriculum that aligns with state or national standards is crucial to delivering quality education in secondary schools. The curriculum should be updated

regularly to reflect changes in the field and should be relevant and engaging for learners. From the research it was discovered that Learners have different learning styles, abilities, and needs. Using different instruction strategies can help teachers meet the needs of all learners and ensure that they are engaged and challenged in their learning, making them feeling part of it and will be able to participate more since they are involved.

Some responders said Community involvement can support quality education in secondary schools. This includes involving parents, community organizations, and businesses in school activities, events, and volunteer opportunities. Other responders had a view that Continuous assessment and feedback can help teachers and learners identify areas of strength and areas where improvement is needed. This can include formative assessments, self- assessments, and peer assessments Professional development for teachers: other responders also had a view that providing opportunities for teachers to engage in ongoing professional development can enhance their knowledge, skills, and ability to deliver quality education to learners. Overall, the strategies employed in delivering quality education in secondary schools should be comprehensive and learners-centered, with a focus on providing access to resources and support for all learners.

There are several strategies that can be employed to deliver quality education in secondary schools. Some of the key strategies include: Hiring and retaining highly qualified teachers: One of the most important factors in delivering quality education is having highly qualified teachers who are trained in their subject areas and have the skills to engage and inspire students. Schools can invest in professional development programs to help teachers continually improve their skills and knowledge.

Having clearly defined curriculum standards helps to ensure that students receive a consistent and high-quality education. Schools can align their curriculum with state and national standards and regularly assess student performance to ensure that students are meeting the expected benchmarks. Providing individualized support: Every student has different learning needs and styles, and schools can provide individualized support to help each student achieve their academic goals. This can include tutoring, mentoring, and counseling services (Bradshaw, 2023).

Technology can be used to enhance the learning experience by providing students with access to digital resources and tools, such as online textbooks, educational apps, and interactive whiteboards. Schools can also use technology to track student progress and provide personalized feedback. A positive school culture that values academic achievement, respect, and inclusivity can help to create an environment that is conducive to learning. Schools can promote positive behaviors through school-wide initiatives, such as anti-bullying programs, peer mentoring, and community service projects (Ackerly, 2018).

Parental involvement can play a significant role in student success. Schools can encourage parents to become involved in their child's education by offering opportunities for parent-teacher conferences, volunteering, and providing resources to help parents support their child's academic progress.

1.6 Conclusion

Poverty affects students' attendance and participation in school, as some may have to drop out to work and support their families. The study also revealed that poverty contributes to the inadequate training and professional development of teachers, resulting in low morale and job satisfaction. The implications of these findings are significant, as they suggest that poverty is a major barrier to the provision of quality education in Mansa District and other similar contexts. Policy interventions aimed at reducing poverty, increasing funding for education, and improving teacher training and support are needed to address this issue.

The findings correspond with the observation of the provision of quality education, as observed that the problem of low-quality education is serious and needs attention as learners leaving school at various levels do not have the requisite knowledge and skills for life. This implies that although the goals of Zambia education policy in secondary education is to improve the quality of education process; increasing and improving access and equity for all children there is no proof that quality is provided for all children, with the coming of free education given the fact that many classes are overcrowded. A lot has to be done if the provision of quality education has to be attained and if learners are able to manage the basic needs to drive their energy input in studies and the food part. This study has some limitations, including the small sample

size and limited geographic scope of the study. Therefore, future research should focus on the impact of poverty on the provision of quality education in other regions of Zambia and in other countries thus promoting academic success.

1.7 Recommendations

Based on the research findings, the following recommendations are proposed:

1. The Government should allocate more resources to the education sector, particularly in areas where poverty is prevalent. This will help to ensure that schools have the necessary teaching, learning resources and facilities, such as textbooks, classrooms and desks
2. The Government through the Ministry of Education to ensure that low-income students attend and participate in school with targeted support provided.
3. The NGO's should facilitate the school feeding programs and offering scholarship to vulnerable learners to ensure effective learning and minimize drop outs and absenteeism.
4. The school administration should strengthen community engagements to address the needs of students from low-income backgrounds.
5. The school should supplement the Governments efforts by building classrooms, laboratory, teacher's houses and a library to make sure that good quality education is provided to students.

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