



**UNIVERSITY OF
ZULULAND**

**THE IMPACT OF HOUSEHOLD POVERTY TRAP ON LEARNERS' ACADEMIC
PERFORMANCE IN NONGOMA SECONDARY SCHOOLS IN THE ZULULAND
DISTRICT**

**Submitted in fulfilment of the academic requirements for the degree of Doctor
of Philosophy (Doctor of Human And Social Sciences Education) In The
Faculty of Education In The Department Of Human And Social Sciences,
University of Zululand, KwaDlangezwa, South Africa**

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ORIGINALITY DECLARATION

I, **Iwaloye Bunmi Omoniyi** (Student number: 201759067), declare that the thesis entitled: **The impact of household poverty trap on learners academic performance in secondary schools in nongoma in the Zululand district.** is my work and that all sources I have used or quoted have been indicated and acknowledged using complete references. It has been submitted for the degree of **Doctor in Human and social sciences** (Education) at the University of Zululand. It has not been submitted for any degree in any other university.

CANDIDATE SIGNATURE_____

SUPERVISOR'S SIGNATURE_____

CO-SUPERVISOR'S SIGNATURE_____

Date:

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DEDICATION

This work is dedicated to Almighty, Omnipotent, and omniscience, Invisible, Unquestionable and Ever Faithful God. You are my pillar, my hope, my fortress and my strength. Thank you, God, for your support

ABSTRACT

The study critically examined the impact of the household poverty trap on learners' academic performance in nongoma secondary schools in the Zululand District. The researcher explored the relationships that defined the overlaps between the needs of the learners in the classroom and the household needs and goals. Thus, the impacts on the learning needs and academic success of the learner on the social and economic status of the family became evident. The research engaged the ecological theory of Urie Bronfenbrenner as a theoretical lens to understand the phenomenon. The study aimed at exploring the socio-economic views of household poverty on high school learners in Nongoma, where poverty tends to predominate due to the rurality of the Nongoma communities. The results of this study indicate that the majority of rural Nongoma learners cannot afford their emotional, physical, moral, social, and academic achievements even to the fundamental needs of people required for learning. A mixed-method research design was adopted to collect primary data with selected participants within the study area. The collected data on the impact of household poverty trap on learners' academic performance in Nongoma Secondary schools in the Zululand District were analyzed thematically. This study also found that the performance of academic students affected by financial constraints, poor health due to lack of good food, violence, child abuse, and prostitution, long-term stigma and stereotyping, school dropouts and absenteeism from school, is poor. This study recommends rural development policies, income and wealth distribution policies to close the gap between rich and poor, feeding in every school, particularly in rural schools and adequate learning aid for the provision of laboratories, computers and teaching pedagogy in rural schools. The study recommends also that the microsystem of schools and families, the meso- and exosystem of the community and macro-systems resolve the issue. All stakeholders need to work together to encourage learners to embrace education by providing them with all necessary enabling support to lose household poverty traps on them.

KEYWORDS: *Poverty trap, Academic performance, Cognitive, Ecological, Household*

ABBREVIATION / ACRONYMS

ASCD	Association for supervision and curriculum development
BPO	Borgen project organisation
HIV /AIDS	Human Immune Virus and Acquired Immune Deficiency Syndrome.
ILO	International labour organization
MDD	Millennium Development Goals
NCES	National centre for education statistics
NCES	National Centre for education statistics
NGO	Non-Governmental organization
PASS	Poverty assessment study survey
SES	Social economic status
TCPL	Total Consumption Poverty line
UN	United Nation
UNDP	United nation development programme
UNESCO	United nation educational scientific and organization
UNIADS	Joint United Nations Programme on HIV & AIDS
UNICEF	United Nations International Children Emergency Fund.
USAIDS	United States Agency for International Development
WHO	World Health Organization

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1. INTRODUCTION

The impact of the household poverty trap on learners' academic performance in Nongoma secondary schools in the Zululand District is critically examined in this study. The definition of poverty has been instrumental in expanding the observed gaps between nations and communities regarding living standards and per capita income. The researcher found that the constitutional commitment, universal human rights and dignity of the poor person were violated immediately. The poverty trap can be regarded as any strengthening mechanism that continues to cause poverty (Azariadis & Stachurski, 2005), although the post-apartheid economic growth in South Africa has been registered by showing an increase in the gaps between the rich and the poor. The study argued, that the dynamics of poverty and its forms and their complexity were unpacked by this study.

The study looked at the impact of the poverty trap on the academic performance of learners and how it impacts economic growth and development. The different policies implemented by the Government of South Africa in addressing poverty were then analyzed, **in the country where the post-apartheid era was experienced**. The effectiveness of these policies is tested, while the literature review explores the potential for greater impact. Research (Barbarin and Aikens; 2015; García & Weiss 2017; Jensen, 2009) has shown that it is complex and challenging to understand the academic gaps between poorer and richer learners, thereby recommending an increased investigation of the connections between the students' parents, schools and communities expectations.

Scholars believe that in less-privileged and socially-excluded families, learners are more likely to be stuck in poverty (García & Weiss 2017; Cauthen & Fass, 2009), given that the education system available to most of the poor is weak [the South African

Human Rights Committee and the United Nations Children's Fund (2004)] and that they have no opportunity to obtain a quality education.

In this regard, the researchers found that considering that the deprived schools attended, they have every excuse to struggle in academia or even to end up with a failure that can inevitably lead to poverty in the long term. Poverty can prevent learners and lead to social, emotional and conduct problems (Cauthen & Fass, 2009). Parenting poverty, big families, low employment and the poor community in which students grow up are the most common reasons for learner's poverty which impacted negatively on academic achievement (Guerrero et al., 2013; Kenney, 2012; Whaley, Jiang, Gomez, & Jenks, 2011).

More especially, in rural Nongoma more learners live in poverty than learners in affluence homes or cities (Lopez & Velasco, 2011; Mather, 2016). Zhang's (2003) research on 'Education Absenteeism and Poverty' shows that children living in poor homes with unemployed parents or guardians and receiving government welfare grants would more often skip schools than peers whose parents have a particular occupation. Due to the financial issue faced by some families, it could be hard for the learners in this group to always be in school because of the burden that they have to work a long distance to keep them in school. Despite the South African government's focus on education since 1994 in terms of equity, affordability and access.

The 2007 survey of the Southern and Eastern African Consortium on Education Quality Monitoring (SACMEQ) found that performance gaps between the poor and the wealthy learners in South Africa were far greater in reading and numeracy (Van der Berg, 2009). The results of the SACMEQ survey show the ironic case of two education systems in South Africa: a well-resourced, high-performing system that serves predominantly learners with a special context and a low-level system, which is not able to convert resources into initial output, and that serves learners from poor backgrounds, (SACMEQ, 2011).

Similarly, UNICEF finds poverty trapping as a core concern for blacks and coloured people in South Africa (UNICEF, 2014c). Schools are missing certain basic needs among the most vulnerable groups and learners from such families are therefore likely to receive low-quality education (UNICEF, 2011). Besides, the majority of poor learners in South Africa are black or coloured and stuck in the deprived elementary school sector, placing them in a situation where the cycle of poverty continues from generation to generation and this put them at a disadvantage (SAHRC& UNICEF, 2011). This increasing poverty impact could lead to profound damage and limited opportunities because the impact of poverty on school learners are a matter of concern (McKiernan & Ratcliffe, 2010).

Also, education professionals are expected to be aware of best pedagogical practices to promote academic success for economically disadvantaged pupils in their classrooms and accordance with NCLB (2001). Examples such as maintaining high standards of education and behaviour for all learners and recognizing that apathy may mask insecurity for the poor learners. Educators should also encourage important relations by taking an interest in every learner (Uleanya & Gamede, 2018a). The scholars further believe that strong family relationships characterize poor families and that this requires transfers to the classroom. The educators can face poverty with the power and knowledge needed to help poor students break out of the cycle of poverty generation, have an impact on life and promote every student's educational success.

This research explores the impact of household poverty on the academic performance of school learners in rural areas. Moore et al. (2009) say that household poverty research is significant because the majority of studies connect poverty to poor learner welfare standards. In comparison to learners from affluent backgrounds, marginalized learners appear to leave schools on numerous grounds, have low academic results, and have behavioural health or emotional problems. This research, therefore, explores the diversity of learning difficulties unique to school learners from families with abject poverty, deprived children early in childhood and the deficit and poverty cycle.

1.2 BACKGROUND OF THE STUDY

Poverty is still one of the world's greatest human disasters, especially in Africa. South Africa fights high levels of poverty like its poorer neighbouring countries, despite its position as the second-largest economy in Africa after Nigeria (Enaifoghe, 2019a). In many developing countries decentralization is normal, in achieving effective social policies aimed at reducing poverty (Enaifoghe, 2019b), which is important to gain an understanding of poverty. The persistence of poverty and in particular its chances of getting out of poverty requires effective social policy implementation (Glauben, Herzfeld, Rozelle, Wang, 2012). Franklin & College (2011), emphasised that the low performance of poverty reduction initiatives in the continent needs a reflection of the policies and attempts to reduce poverty, amid domestic and global efforts to counter poverty.

The National Planning Commission recognizes that while several measures were taken to alleviate poverty, these steps were not appropriate. Millions of working households and unemployed live close to the poverty line (NPC, 2011). The current 2,5percent economic growth has to triple in the number of years before the country can generate 11 million jobs by 2030, President Jacob G. Zuma said in his nation-state address in 2013. To address the injustice, economic development remains the key. The research work supports a multi-stakeholder emphasis on the impact of poverty (McKenzie, 2019; Brandon, 2018; Ferguson, Bovaird & Mueller, 2007) and a rethink of the systemic problems of poverty perpetuating a low academic performance of Nongoma high schools learners in the Zululand district.

1.3 THEORETICAL FRAMEWORK

This study is underpinned mainly by Urie Bronfenbrenner's ecological theory. The rationale for this theory in the study is the application of this theory to the environmental factors that affect learners' upbringing in a community which eventually have an impact

on their academic performance. Bronfenbrenner (2008), states that ecological theory is focused on which the environment of learners, including education, work, the Church, culture and government, influences the child's development and growth. Donald et al (2010), explored the growth of the learner in the sense of the relationship structure that shapes its surroundings. The environment is the small immediate circle or region in which we reside according to this model.

The ecological model shows that the growth of children within an integrated framework between learners and their environment has an impact. The ecological ecosystem of Bronfenbrenner consists of five nested structures: the microsystems, the mesosystem, the macrosystem and the chronsystem (Donald et al 2010), Berk 2007. The microsystems involve any immediate connection or entity with which they associate, such as their own immediate families, peers and neighbours. The more the child will be able to grow and develop, the more the community and organisation, or association, deals with the child with how the child grows emotionally and psychologically (Donald et al, 2010). The time system includes the evolution of these systems over time that affects their interactions and their impact on academics and learners' intellectual growth.

The basic understanding of this system interaction is the key to understanding how to grow and what influences in their education activities contribute to poor success. The current research is particularly interested in exploring how poverty impacts households or families by examining the 5 environments that include the families/houses, the neighbourhoods, peers, the schools, living standards, and the government, as various environments and different mechanisms exist.

1.4. LITERATURE REVIEW

The study examined how the poverty trap has an impact on academic performance learners' in creating economic growth and development in the Nongoma circuit in the Zululand district and will continue to intensify huge sufferings among countless households who live in abject poverty in the Zululand district. It has also established

numerous policies and initiatives designed to reduce the adverse impact of poverty on the learners' academic performance to improve economic growth and development. In a world in which rapid technological growth has become better than ever before in manufacturing, connectivity as well as the entire spectrum of other things, poverty has increased its ugly head and produced a break between "has" and the "hay" Franklinand & College(2011).

Machando (2006); Bradshaw (2005) found poverty to be twofold, absolute and relative. Absolute poorness refers to poor people being unable to provide basic living needs such as food, housing, learning and relative poverty. It depends on a socially more clear assumption that every member of society has a certain degree of universal quality. The total poverty called extreme poverty in the United Nations was part of the Millennium Development Target of 2015. South Africa, as in the rest of the world, faces high poverty rates. The African National Congress (ANC) leadership's policies indicate that the fight against poverty has been a top priority since it took up power in 1994. The new regime recognized the priority in the ANC, (1994), a democratic government that has funded a broad variety of studies from (Jarjoura, Triplett & Brinker, (2002); Zhang, (2003); VanderBerg (2008); Spaul (2013). Recovering poverty and deprivation is a priority in the RDP.

Swiss scholar Gilbert Rist (1997, Sachs, 2005 & World Bank 2010) offers a description of growth that indicates the complexity of the term, sees growth as several practices which sometimes seem to clash, to grow goods and services generated employing trade and effectively addressing demand. The deprivation of poverty is in a manner a breach of the fundamental rights of the people to a dignified life. President Thabo Mbeki alluded to this remark in 2004, the Freedom Day celebrations, stressing that endemic poverty continues to distribute the nation's face President Thabo Mbeki, (2004). Indeed, one way the government solves problems such as poverty is through the social security system.

Surprisingly, South Africa still faces a high level of poverty after attaining independence from apartheid era, as the monetary deprivation RSA (2017) and non-monetary deprivation: joblessness, lack of access to medicine, schooling, housing, food, sanitation and water (RSA, 2017; RSA, 2016).

Douglas stressed parental attitude as a major factor that affects the education of learners when he mentioned the various aspects of the home climate. First of all, he found that the parents of the middle class took a stronger interest in the success of their children in school while the parents of the low-income class did not. Studies by Douglas have also shown that middle-class parents are more concerned about their children as they grow older. The disparity in attitudes to schooling in their learners was measured by the level of the parents' attendance to find out how their children function.

Douglas's studies also exposed the fact rich parents from high school families were not only visiting their children's schools more frequently but also wanting to look at the head of their children's schools and class teachers. The observation is that parents of low incomes feel insecure and lack trust about the altitude and success of their children, which in turn contribute to complex inferiority. Akomolafe & Olorunfemi Olabisi (2011) family-style feedback for high school learners, yield. Due to the family type a learner is from, most of them are poorly educated, particularly those learners who suffer from poor backgrounds and financial shortfall. According to Sachs et al (2004), the spread of savagery is more pronounced in some areas of Africa, especially where people live in poverty, and the effects of malaria. Sachs claim that disease transmission in these areas prohibits learners from attending school regularly, which is directly related to persistent poverty in these areas.

Also, household poverty in school-age children, due to malnutrition or the lack of a healthy diet, is considered another way to ill health. Malnutrition impacts young people's physical strength and ability to participate in analytical thought and reasoning in the area of education. For this cause, learners from deprived households are not able to participate in debate and literacy work constructively much of the time. The

links between household poverty and school-age learners' learning success in low-income communities are evident. Previous studies have shown that poverty will reappear through a low level of education and inadequate education (Ceroni, 2001; Alkire & Santos, 2009). However, this study determined various criteria in the learning of children who find themselves trapped in the web. Household poverty makes a huge contribution to the learning difficulty of these learners.

1.5 PROBLEM STATEMENT

Besides, a study is required to create the ties between household poverty and the poor performance of learners in schools, whereas studies project learners with perpetual poor academic performance to those who live in poor homes (Pagani, Boulerice, Vitaro, and Tremblay, 1999; Yi, Zhang, Luo, Shi, Mo, Chen and Rozelle, 2012; Singh&Sarkar, 2014). Although the Government of South Africa, through its Department of Basic Education, has launched a range of strategies and aid initiatives aimed at helping low-income families and communities gain access to quality education, the performance of urban and rural-settler school learners at national examinations seems to be very large marginal.

This study thus helped to achieve a socio-economic view of household poverty and high school learners in Nongoma, where poverty tends to predominate due to developed rural communities. The researchers' study of the relationship between both definitions led to defining the overlaps between the needs of the learners in the classroom and the household needs and goals. The study identifies the impacts on the learning needs and academic success of the learner on the social and economic status of the family.

1.6 AIM OF THE STUDY

This study examined the impact of the household poverty trap on Nongoma learners' academic performance to improve economic growth and development.

1.7 RESEARCH OBJECTIVES

- ❖ To explore the impact of the household poverty trap in learners' performance within secondary schools
- ❖ To determine the relationship between household poverty and poor performance among secondary school learners
- ❖ To explore strategies to be used to improve the academic performance of learners and alleviate poverty that impedes learners from performing academically

1.8 RESEARCH QUESTIONS

- ❖ What is the impact of the household poverty trap on learners' performance within secondary schools?
- ❖ What are the relationships between household poverty and poor performance among secondary school learners?
- ❖ What Strategies to improve learners' academic performance and alleviate poverty that responsible for poor performance

1.9 RESEARCH METHODOLOGY AND DESIGN

1.9.1 Research paradigm

This research took the form of a mixed process model, which was rooted in post-modernism and closes the distance between the positivist approach and the constructivist Creswell (2014). In addition to these themes, the researcher followed this method, which is better adapted to this analysis and involves the fusion, convergence, linkage or embedding of the two quantitative-qualitative research beaches. The quantitative method aims to gain a simple understanding of a certain aspect of the

research issue while at the same time the qualitative approach tries to provide a more detailed understanding of the problem approach for quality research.

1.9.2 Target population and sampling procedure

The study looked at the experiences of educators and learners in Zululand district Nongoma high schools. The researcher sampled 5 secondary schools and the population was shaped by learners and educators from these schools. These sampled schools are defined as population subsets considered for real inclusion in the DeVos et al report (2011). To be able to consider participants who are available in this study and who represent the target population and have the knowledge required to achieve the study's objectives, the researchers used objective sampling (Welman, Kruger & Mitchel 2005) but clearly, random sampling was also used when collecting quantitative data. The research was performed in the Nongoma rural Schools of the KwaZulu-Natal district of Zululand. In the process, the researcher selected a sample of five secondary schools. A total of 250 learners, 50 learners from each of the five schools were chosen, with 5 educators from the schools being 1 educator per each school for a focus group interview. The response was from grade 10 to 12. There were 255 participants in the sample.

1.9.3 Data collection procedures overview

The questionnaires and the schedule of focus group interviews were used for data collection in this study. The questionnaires that answer the study objectives are built using only closed questions, closed questions have been useful in collecting factual information. The focus group interview provided the interviewer with supplementary details so that the interviewees would express themselves openly and provide more information and depth.

1.9.4 DATA ANALYSIS AND PRESENTATION

The data analysis consists of the process of data transformation and modelling to recognize valuable knowledge that indicates findings and to help decision-making (Creswell,2014). The survey data were analyzed by descriptive frequency counts statistics, basic figures, tables and statistical data, and clarified the study findings. The results were obtained in the questionnaires. The software was used for statistical analysis using the Social Sciences Statistical Kit (SPSS). To measure their demographic data, the frequency and basic percentage were determined. To offer a clearer understanding and suggest a strong conceptual connection between the collected data, qualitative data analysis includes a verbatim transcript for the focus group interview. The researchers use Atlas.ti for the systematic, accurate coding and complex analysis of the collected qualitative data. Based on Maree & Pieterse,(2010) results, each subject produces conclusions.

1.9.5. SAMPLING PROCEDURE

The objective technique of sampling has been used to choose the educators who learn from the drawbacks of the learners who are experiencing these problems. Palys (2013) notes a targeted sampling technique that is useful when researchers wish to access a specific subject. A sampling of data is also intended to help the researcher start gathering data to include the correct people and to remove those not suited to the target (Dolores & Tongco, 2011). The researcher was able to gather data from the educator only who experienced under-performance from learners as a result of family deprivation. This sampling technique was used to collect data. Besides, fifty (50) learners from each school were chosen, making up 250 learners in total and five educators for the focus-group interview. The researchers included five (5) public rural schools in Nongoma in the Zululand District. The total number of research participants is 255.

1.9.6. RELIABILITY AND VALIDITY

The validity of the definition indicates whether the item measures describe what is to be measured (Bell, 2012). Validity also applies to the trust of data inferences. The integrity of a definition, endorsement, clarification, interpretation or another form of account Cresswell, (2010). It concerns measuring, probably some material, building, or predictions that one feels he or she intends to measure. Strategies for contract validity risks were used in this analysis. The information collected from the respondents by way of questionnaires and by using various sources of information, Concad & Serlin (2012), was tested and confirmed. According to Maxwell (2006), the strategy would help eradicate the issue. Reliability in research refers to the extent to which an instrument still gives the same form of findings Bell, (2012).

The reliability of the study findings with correct representations of the total population is the basis for which the results are reliably accurate (Joppe, 2000). If the findings are maintained by the same technique and instruments many times, they are assumed to be accurate. Consequently, the consistent calculation in this investigation is concerned with reliability.

1.10. ETHICAL CONSIDERATION

Ethical questions in research are focused mainly on participating research groups or organizations, intellectual property and plagiarism. Participants were assured of the highest degree of confidentiality in the data collected and of the findings used for research purposes only. I would also like to note that I have read and understood the research ethics policy and procedure of the University. Because of this, I announce that my research falls under no categories other than the ones mentioned previously involves a specific ethical duty to the best of my knowledge. I hereby pledge to respect and minimize all potential ethical and other risks, according to the general principles set out in university policies, and the responsibilities placed on me by policies.

I undertake in particular to:

- ❖ Respect for other people's privacy, protection and welfare; I also respect anonymity and secrecy;
- ❖ To be mindful that people involved in or influenced by this research have different cultures, languages, beliefs, perceptions and customs;
- ❖ Ensure that the analysis applies to South African wide legal and development needs and those affected by this study;
- ❖ conducting research and developing my thesis, subject to regular supervision and college aid;
- ❖ Acknowledge and offer others no original concepts, designs and texts;
- ❖ According to my chosen reference guide, my work correctly corresponds to my copyright criteria and if possible seeks permission;
- ❖ use text-matching tools as my supervisors discuss and demand during the study process and apply my proposal and thesis when they are in the final draft phase, with relevant reports in that regard; and •
- ❖ Seek ethical clearance by the Research Ethics Committee of the University of Zululand to allow the study to take place.
- ❖ During this report, my professional supervisor has been properly aware of the concerns that have arisen concerning the applicable university policies.

1.11. INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

The study improved an understanding of the reasons why certain learners do not function well in the school and the connection between the status of the household and the academic performance of the learners in schools. This analysis leads to new knowledge about how the household situation impacts the teaching of the learners and their academic results. The study also supports better government and stakeholder policy on education for disadvantaged rural communities and towns in South Africa, concerning the welfare of students, learners and community teachers. The study also

leads to better and more effective government policy on how the gap between rich and poor can be bridged and new policies for regional development created.

1.12. DEFINITION OF TERMS

POVERTY TRAP: This can be described as an overall system of reinforcing poverty which causes poverty to go on and off (Azariadis and Stachurski, 2005). The poverty trap is a process that makes escape from poverty very hard for people.

Poverty: poverty is incapable of providing a given basket of food and non-food products that are necessary for sustained lives.

LEARNERS: A learner is a student who undertakes studies to obtain some skills in the four walls of the classroom, referred to as the school under the guidance of an educator.

PSYCHOSOCIAL

Psychosocial development is defined as a term used to support the intimate relationship between the psychological and social aspects of life which thus connect social conditions to metals and emotions (Merriam – Webster, 2012). Psychosocial: Includes physical, cognitive, moral, emotional and social development. The psychosocial process is the process in which a person develops a sense of self as a result of the relationship with his/her social and personal side. Monetti & Tuckman (2011). Therefore the psychosocial has to do with a situation in which social and cultural factors are taken into account in proportion to their effect on individual development.

Academic performance: refers to the ability of a show to perform at the school level. After official education, the standard of achievement is achieved. Academic achievement is described as an educational achievement over a specified period by

Seshamani & Mwamba (2010). This research refers to the extent of learners' achievement in the formal education **system**

Cognitive development: Demonstrates the development of a wide range of reasoning and analytical skills, including care, academic knowledge and daily learning, problem resolve, imagination and innovation and a remarkable capacity for language representation (Santrock, 2009).

POVERTY

Poverty is a contentious term; for good reason, it is contested. The debate about the conceptualization, definition and measurement of poverty goes beyond semantics and the division of academic hair. The definition, explanation and calculation of poverty in society are like a mirror image of the values of society: we still speak a lot about how we want things to be theoretically strong in conceptualizing, identifying and measuring what is right in an organization.

ABSOLUTE POVERTY

Total poverty is an expression synonymous with the late nineteenth-century British social reformer Booth and Rowntree (Rowntree, 1901). In general, it represents the state of deprivation associated with a summary of essential human needs invariably and without value. The degree of absolute poverty is therefore not altered by the current living conditions in a region, or overtime, or by the needs of the various social classes.

RELATIVE POVERTY

On the other hand, the concept of relative poverty relates poverty directly to contrast. It connects poverty to a particular point in the distribution curve of a specific variable such as wages instead of a so-called objective norm. People are considered poor if the people around them are poor. This definition of poverty is particularly important since debates on Social Justice concentrate not only on life's pure needs but also on

the question of social inequality. It is also clear that what it means to be poor can change over time and from place to place.

EDUCATION

Education is therefore the mechanism by which general knowledge is transmitted, the ability to think, judge and mentally plan for overall adult life is enhanced. Secondary education includes post-primary schooling for people who have completed seven years of primary education and have fulfilled the requirements for entry (URT 1995). This is pre-secondary education for those who have completed primary and secondary education certificates.

1.13. PLAN OF STUDY

Chapter One: The purpose of the analysis, the research questions and the aims of the study, the importance of the study, investigation methodology and design as well as an operational concept. The following chapter provides the basis of the research, the theoretical structure and the preliminary literature review. A summary is given for the entire analysis.

Chapter Two: This chapter presents the study's previous and important studies. Besides, a detailed overview will be presented of the theoretical framework.

Chapter Three: The emphasis of this chapter is on the research design and methodology for this report. The paradigm, architecture, targeted population and sampling procedures are explained with detailed information on methods used for data collection and data analysis procedures and processes.

Chapter Four; This segment discusses the analyzes and presentations of collected data. The chapter presents the key results of the analysis which are carried out according to the two qualitative criteria for quantitative research.

Chapter Five: The key results are classified by data analysis, interpretation and presentation according to the purposes of the study area covered by this chapter. In this chapter, summaries, findings, suggestions and avenues for further research that were classified according to the purposes of the study will be presented.

1.14. CONCLUSION

The basis of the analysis is this chapter. The study's history has been discussed, and this chapter has also covered preliminary literature. In Chapter One the researchers outlined the aims of the study and the research concerns. This chapter provides an adequate framework for analysis in the rest of the study chapter.

CHAPTER TWO

THEORETICAL AND HISTORICAL OVERVIEW OF POVERTY TRAP

2. INTRODUCTION

The issue under investigation was presented in the first chapter and illustrated in terms of its existence and extent. The context of this study was also given, and it described operational terms and other related concepts. Also, along with the delimitation of the field and the research process, the aims and objectives of the study were outlined. This research examines the impact of the household poverty trap on the academic performance of the rural secondary learners in the Nongoma Circuit in Zululand District. The research believes that if poverty and academic performance have no unique relationship in the rural schools, it could be said that its impact on the learners who are from poverty households, would be minimal and controllable. The literature review in this chapter of the study explores the accumulated and relevant knowledge on the research objectives (Neuman, 2011).

This chapter of the study reveals what other scholars have done in the area of understudy and then builds on the knowledge as a foundation and guide for further study. Creswell and Clarke (2007), consider literature as an important aspect of the research study because it promotes a clear knowledge of the study to the researcher and the readers on the results of the relevant studies done in the study. The purpose of this chapter is to explore first the theory of socio-constructive learning that underpins this study, discuss the fundamental concepts and components of poverty, causes of poverty, the origin of poverty and the history of poverty. The chapter also highlights the limitations and criticisms of several related research studies on the study's objectives.

The chapter indeed is a broad overview that throws light on the home, community and school partnerships and their impact on learners 'academic performance and the implications of the social-economic status on the academic performance of learners.

2.1. BACKGROUND AND OPERATIONAL TERM

2.2. HOUSEHOLD

Households consist of one or more individuals living in the same dwelling and with a shared purpose that often prompted sharing in meals or living accommodation, and may consist of a single-family or some other group of individuals. If either meals or living room is not shared, a single dwelling would be deemed to contain many households (Beeton, 2009).

2.2.1. Performance

Performance can be defined as the performance of a given task measured against preset recognized precision, completeness, cost and speed standards. Performance is considered to be the execution of an obligation in a contract in a way that releases the actor from all responsibilities under the contract.

2.2.2. Educational

Education meanwhile, is a process by which the person acquires the knowledge and skills necessary to understand and adapt to the world and continually alter the social, political and economic conditions of society and realize the full potential of one's own. Education is the process of imitating and preparing a person to play an active role in society through training in his or her environment (ETP, 1995). Education is therefore the process of imparting general knowledge, improving the capacity of reasoning and

judgment and preparing oneself intellectually for mature life in general. Secondary education applies to post-primary formal education given to individuals who have completed seven years of primary education successfully and have met the entry criteria (URT 1995). For those who have completed primary education and have certificates for secondary education, this is pre-secondary education.

2.2.3. The Poverty

Poverty is a term that is disputed; it is contested with good reason. The argument about how poverty should be conceptualized, described and calculated goes beyond semantics and academic hair-splitting. The conceptualization, description and measurement of poverty in society are like a mirror image of the society's ideals: we still say a great deal about how we would like things to be theoretically robust in the conceptualization, definition and measurement of what is appropriate in society. For public educators and administrators, learners raised by economically deprived parents present a challenge. For whatever cause, learners who darken schoolhouse doorways are not prepared to learn to face obstacles during their lifetime (Rouse, Brooks-Gunn & McLanahan, 2003).

Poverty has harmed school readiness, academic achievements, and overall progress in schools (McKenzie, 2019). Besides, economically disadvantaged learners frequently experienced a lower degree of school achievement due to reduced school preparation and poor results. Unfortunately, lack of success, poor academic performance starts when learners met educators who were socially programmed to consider poor people as morally inferior, i.e. a class that remained in poverty by choice and altitude (McKenzie, 2019). The belief that learners who grew up in poverty were beyond repair was wrongly expressed by some teachers.

Educators acted as if these learners were so harmed by their early experiences, they could be too difficult to educate (Wilkins, 2006) such a misinformed view was unfortunate because some educators failed to provide a good school experience for these needy learners that could ultimately lead them to break the cycle of poverty.

School failure or low academic results is more likely to be the product of economically deprived learners given the challenges addressed (Amatea & West-Olatunji, 2007). Poverty had adverse impacts on its youngest victims because they were more likely to be held and many subsequently struggled to finish high school speak less about going to higher institutions for further studies.

2.3. CONCEPTUALISING POVERTY TRAP

Phrases that are sometimes used interchangeably in the scholarly literature on poverty are the idea of poverty and definitions of poverty, but this may lead to misunderstanding. The researcher distinguishes in this research work between definitions, meaning and poverty calculation. We mean the framework from which the term is formed by concepts. The conflicting philosophies are themselves informed by these structures. Within the context of the term, definitions can be used to differentiate the poor from the non-poor, and measurements operationalize the description. The distinction is crucial, especially when formulating policies to fight poverty.

Lister (2004), argues that prevailing conceptualizations are expressed in the policies designed to counter poverty. In practice, definitions are mediated by definition and measurement, and it is necessary to distinguish between the three that are also conflated as they are. Therefore, for example, description and definition are also used interchangeably. To prevent misunderstanding and needless confusion between wider and narrower notions of poverty, a better distinction between the three concepts helps. The notion of poverty in absolute definitions is controversial. Its different contextualization makes it impossible to have a single concept of poverty, all encompassed and uniform, but in relative terms.

Different scholars include the idea of poverty with various meanings. Usually, the economic definition of poverty is based on income metrics, with the relative poverty line calculated as the food expenditure needed to comply with dietary guidelines, offset by a modest non-food allowance (Ravallion, 1992). Two main forms of poverty exist, and they are;

2.3.1. Total impoverishment

Absolute poverty is a term associated with the British social reformers Booth and Rowntree (Rowntree, 1901) of the late nineteenth century. Generally, it refers to a state of deprivation identified concerning an invariant and value-free external description of basic human needs. Consequently, it is alleged that the level of absolute poverty does not change according to the prevailing standards of living in a country, or overtime, or according to the needs of various groups in society. It is believed that total poverty is a goal, also a scientific term (Alcock, 1993). This is a mystification: every concept of basic human needs is simply based on political and ideological assumptions that are fundamental.

For example, the prominence of food poverty lines owes some of their power to their alleged basis in human biological reality, but they are also connected to an implicit presumption that people can only be considered poor if they are on the verge of hunger, so that thus, regularly and paradoxically, food poverty lines mean that there are those above the poverty line that common sense would nevertheless call poor.

2.3.2. Relative Deprivation

The definition of relative poverty, on the other hand directly ties poverty to the comparison category. Rather than refer to a supposedly objective norm, it ties poverty to a specific point in the distribution curve of a particular variable such as wages. People are considered to be poor if they are poor to those around them. Therefore this notion of poverty is especially important as social justice discussions focus not only on the bare necessities of life but also on the problem of injustice in society. It is also clearly understood that over time and from place to place, what it means to be poor can change.

Townsend (1979), wrote and quoted that there is no list of the utter necessities of life to maintain even physical effectiveness or health that applies at any time and in any society without regard to the structure, organization, physical environment and

available resources of that culture. In relation to the distribution of national income, relative poverty is conceptualized in its narrowest sense (May, 1998). However the concept of relative poverty may vary from the notion of reaching ends (Goedhart et al 1977) to living in a way that is normal or average for society (Galbraith 1958; Townsend 1979) or achieving a socially desirable minimum standard of living (May, 1998); and beyond that, full participation in society (Noble et al, 2004).

2.3.3. Relative poverty and with an absolute core

The conceptualization of poverty in a multi-dimensional and relative way that integrates the fulfilment of basic needs is a way of integrating absolute and relative work and building on the capability approach. Being poor would mean being excluded from full participation in society by conceptualising poverty in this way, such as poor education and lack of basic needs. There will also be an absolute centre that relates to fulfilling basic needs across the different aspects of poverty, below is a model of the poverty trap and how it impacted its victims negatively.

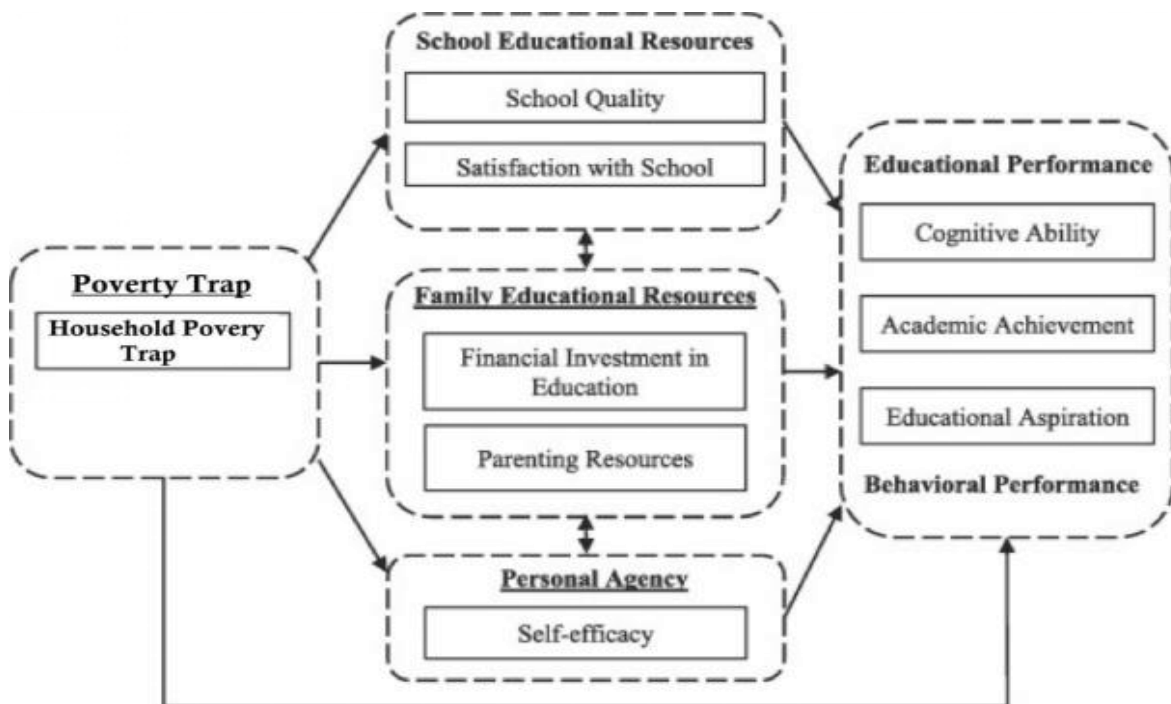


FIG 1: Model Of Poverty Trap and Its Impacts on Learners' Academics

The model is consistent with the vision outlined in the preamble to the Social Security White Paper for South African society. With some families cycling in and out of poverty in a relatively short time, poverty is a complex phenomenon, resulting in transient rather than permanent poverty (Narayan & Petersch, 2007). The United States Census Bureau (2008) statistically describes poverty; it provides a minimum monetary sum sufficient to provide adequate basic needs by allocating a dollar amount to such factors as family size and structure. A family income that falls below this level is then listed as living in poverty (Bureau of the census, 2008). Many poverty scholars, however, use a wider term that indicates that "poor means not only lacking material assets and health but also skills such as social belongings, cultural identity, respect and dignity, knowledge and education.

Poverty is hunger, as defined by the World Bank Organization. Poverty means inadequate shelter. Poverty is being ill and not being able to see a physician. Poverty is not learning how to read and not getting access to classes. Poverty is not working, it is fear of the future, surviving one day at a time. Poverty has many faces and has been portrayed in many ways, evolving from place to place and over time. Poverty is most often a condition that people try to avoid. For the poor and the wealthy alike, poverty is a call to improve the world so that many more may have enough to eat, decent housing, access to education and health, security from violence, and a voice that determines the notion of progress in their environment and societies.

Poverty is generally categorized into two types: situational poverty is a sudden reduction in resources usually due to job loss, a family member's death, and divorce. Although it does not come without a psychological impact, it is normally assumed to be relatively temporary. This is called a generational poverty or poverty trap if the socioeconomic status of a family has stayed below poverty for more than three generations (Carter, & Brrett, 2006). Poverty can be seen as a condition marked by significant deprivation of basic human needs, including food, clean drinking water,

sanitation, health, shelter, education and knowledge. It depends not only on sales but on access to services as well.

The lack of involvement in decision-making and civil, social and cultural life is also defined. Learners may be excluded and marginalized from engaging in activities that are considered the norm for other people in society as a result of insufficient income and resources, leading to a negative mindset and a low self-concept, thereby adversely impacting their academic performance.

2.4. POVERTY TRIGGER

In the SADC region, most countries experience an annual population growth rate of more than three percent against the backdrop of slow economic growth and continuous dilapidation of the natural resource base, according to imersca factsheet number 12 (2000). Furthermore, the population growth puts strain on a nation's meagre human, material and natural resources, causing more families to become poorer. For example, the level of poverty continues to grow at a geometric rate in South Africa, and mostly in rural area, due to inadequate access to quality education. In their research on persistent poverty in rural areas, Birds and Shepherd (2003) revealed that 20% of poor heads of households had education beyond primary education. More than 60% did not finish primary school. The study shows the degree to which poverty leads to a lack of education.

Due to the lack of skills needed for an uneducated individual, the individual cannot have access to a lucrative job. Another cause of poverty, according to Birds and Sharped (2003), can be related to the death of the male head of the household. HIV & AIDS are the major causes of death. This has resulted in the death of many parents in the working class, leaving behind children who have no one to care for. According to the report, many poor families are households headed by children. Children who run families do not adequately protect their brothers and sisters as young adults. To settle

for food and other necessities, they may end up selling the property that their parents left. The remaining children end up living their lives in eternal poverty.

Ethnic discrimination, which has been so paramount here in South Africa in the past, is another reason or cause of poverty and prevents many people from getting access to quality education. The study by Lee and Birkharm (2002) showed that 34 percent of black and 29 percent of coloured people live in poverty, compared to 9 percent of white people. According to Danzinger and Gottschalk (1995), another similar and often cited cause of poverty was associated with female-headed households.

2.5. TYPES OF POVERTY

Poverty can be expressed as a multi-faceted and multi-dimensional term representing people's economic, social, political and environmental well-being (World Bank, 2010). The World Bank Development Report (2012) describes poverty as the failure of individuals or families to meet a minimum standard of living, lack of food, low life expectancy, higher child mortality, low educational levels, enrolment and opportunities, inadequate drinking water, poor health care, poor housing conditions, and lack of active involvement in the decision-making process. Neumann (2009), show that poverty, therefore, contains several aspects of marked deprivation of well-being. Low income and the inability to obtain the essential goods and services required with dignity for survival are included.

Poverty also involves inadequate access to clean water and sanitation, insufficient physical protection, lack of a voice, and insufficient capacity and ability to improve one's life Grimm, (2012); Connell, (2010). Besides, poverty is also characterized by the lack of adequate resources for individuals, households or entire communities to meet their basic needs, namely food, shelter, clothing, health and education; a state of deprivation and insecurity Abebe (2009). Therefore, implied in the above, poverty indicates the degree to which a person does not have resources. Poor people, in most

instances, cannot work successfully in society, so they feel disadvantaged and stigmatized.

The researcher noted that what could be considered poverty in developed countries could not, therefore, be described in the sense of developing and underdeveloped countries and most specifically, South Africa. For example, the World Bank Development Report (2012) describes poverty as living on less than \$1.25 a day. This definition does not apply to individuals living in South Africa, especially those living in rural areas and in particular, in the part of the country in which the research was conducted. In the rural area of Nongoma, the concept of poverty goes further to look at people without animals, shelter, three square meals, electricity, since some households are still using firewood to cook in this area and there is a shortage of some other basic life needs.

People without their own homes, land to build on, stoves, television sets, refrigerators, and those who can't afford to pay their bills for electricity and water and their rent are considered poor in urban and city areas. Thus in this sense, material resources may be used to calculate the level of poverty. Given the above, it is not an easy task to understand poverty, and it is difficult and controversial to arrive at a consistent and generally appropriate concept of poverty. Poverty remains an immense global issue, needing considerable effort to minimize it. Poverty is described in this study as being unable to afford basic human, financial and material needs. The trap of poverty is also a spiralling mechanism that causes individuals to remain poor.

Absolute poverty is the absence of sufficient services and hampers schooling in developing countries due to inadequate nutrition and health, conditions at home (lack of books, lighting or a place to do homework, distance from home to school and inability to pay for a coupon due to long distance from school to home), and parental education (Neuman, 2009). For instance, there is no electricity in most rural areas in South Africa, where black people were oppressed during the apartheid era, and people cannot afford candles or other lighting sources. Poverty discourages higher-grade participation and

survival and therefore decreases school achievement (Robertson, 2011). Therefore it is clear from the above study that both relative and absolute perspectives of poverty are popular among families with poor backgrounds; it can reduce the motivation of the relatively poor and their desire to achieve the maximum performance.

2.6. THEORETICAL FRAMEWORK

This research is focused specifically on the ecological theory of Urie Bronfenbrenner. The reason for this theory in the study is that this theory applies to environmental factors that influence learner education in a society that ultimately have an impact on its academic results. The perspectives explore the psychosocial impact of poverty on the academic performance of economically deprived household learners, which the researcher deems relevant and appropriate to explain the condition of rural learners in the Nongoma district of Zululand. The researcher used this hypothesis because it explores the in-depth development and growth of learners with their academic achievement.

The theory notes that the atmosphere in which learners grow and develop has an impact on their academic performance. Therefore the theory stressed that the financial condition of the household has an enormous impact on the academic performance of the learners and based on the context in which the researcher used for this analysis, the rural area of Nongoma where there is a high degree of poverty, the theory was quite suitable for the study. Various theories of development stressed the existence and nurture relationship in the growth of learners. But the Ecological Systems Theory of Bronfenbrenner looks at a learner environment in terms of its quality and context (Witt, 2012, 2008; Donald, et al., 2010).

The theory of Bronfenbrenner indicates that the environment of a person, including his/her home, school, employment, church, community, culture and government, all have an impact on the way one develops Donald, et al., (2010); Woolley & Kaylor

(2006). This study looks at the growth of the learner within the sense of the relationship framework that shapes his or her environment. It is possible to describe the ecological perspective as a relationship between a person and the environment. In terms of the mutual influences between the learner and the various levels of the surrounding world, the Ecological Systems Theory views the growth of the learner (Donald, et al., 2010, Berk, 2007, Berk, 2006, Rathus, 2006, Donald, et al. (2010), suggests that the ecological theory is based on the interdependence between different species and their physical environment.

As discussed by Bronfenbrenner (2005, 2008), the ecological perspective offers a paradigm from which several contextual variables that impact the academic performance of learners can be viewed. Bronfenbrenner and Ceci (1994,) indicate that individual growth is the product of both direct and indirect factors, both promoting and restricting the potential of the individual learner. The interactions between species and their environment are seen holistically in ecological theory; hence all parts influence the system as a whole. The device is greater than the sum of its pieces, according to Bray, Gooskens, Khan, Moses and Seekings (2010). Thus, how the learners think, feel, act and grow as individuals are ultimately related and transcend the social grouping, forces and relationships that make up their environments, such as families, peer groups, school and other social groups, socio-economic forces, and relationships of interpersonal, culture, politics and power.

The other components and invariably, the ecological system as a whole may be influenced by things that happen in one part of the system. Changes and disputes can pass through the other layers in every layer (Bray, et al., 2010; Witt, 2012). Bronfenbrenner stresses that within a dynamic system of relationships, affected by many layers of the local culture, a learner develops. Bronfenbrenner (2008) suggested a model of the lifelong progressive accommodation of ecological systems that individuals build with the evolving ecosystems in which they develop. Besides, as a series of nested systems, Bronfenbrenner (2008) conceptualized the ecological environment or the context in which human development happens.

An ecological environment is defined by Bronfenbrenner (in Rathus, 2006; Berk 2007; Berk 2006, Donald, et al., 2010) as consisting of the following five nested structures, namely the microsystems, mesosystem, exosystem, macrosystem and chronosystem. Bronfenbrenner in his theoretical approach illustrated the five nested structured of the ecological system which may use in examining the psychosocial impact of the poverty trap on the academic performance of a learner in a rural area of the Nongoma circuit in Zululand District of South Africa. Donald et al. (2010), indicate that things that occur in one part of the system can imply the other parts, and invariably the ecological system at large. The theory by and large indicates that development is explained in terms of interactions, for example between a learner and his or her environment.

Having a clear concept of this system reflects the understanding of how a learner grows or developed and what factors are responsible for his or her poor academic performance. The minimal research using this model is difficult to compare various levels of control, developmental process and the outcome from a life course perspective, from a methodological and resource implication (Witt, 2012, Bray et al 2010). Shonkof & Phillips (2000) stressed the need to consider the diversity and interactive impact of social, economic, cultural and community levels, which affects the development process and the academic performance of the learner alone and in conjunction.

In the above discussion, the learner's growth and academic performance explain in different dimensions, taking into account the impact of everything surrounding a learner, as well as the direct and indirect factors affecting him or her in the learning activities that ultimately result in poor academic performance of learners in the rural area of Nongoma in District of Zululand.in KwaZulu natal province in South Africa.

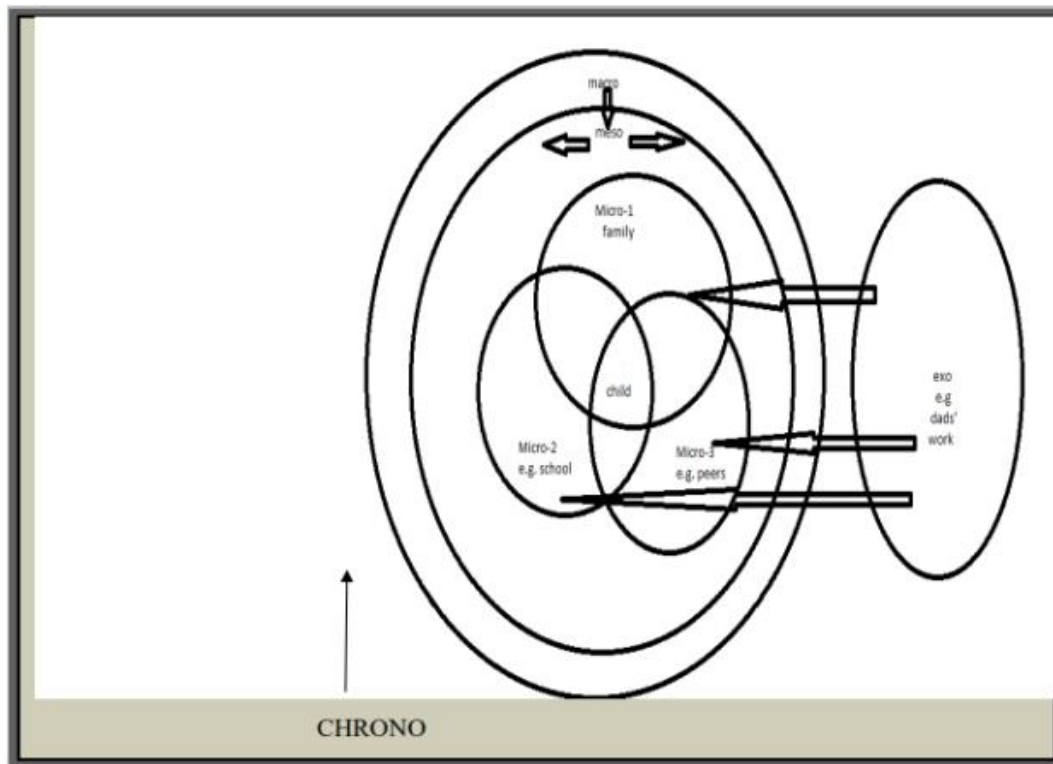


FIG 3: *The Nested System of Bronfenbrenner (Donald, et al. (2010))*

The world, according to this model, is the small, immediate circle or region in which we live in an interconnected framework of nested influences between the child and the environment, the ecological model states the child's growth. The environmental theory of Bronfenbrenner consists of five nested structures: microsystems, mesosystem, exosystem, macrosystem and chronosystem. Children's Microsystems involve any immediate relationship or entity with which they communicate, such as their immediate family, classes, peers and neighbours. How these individuals or organisations connect with the child impacts how the child learns emotionally and socially. The more these interactions and places are nurtured and supported, the more the child will be able to grow and develop. (2010 by Donald et al).

The chronosystem requires the evolution over time that impact and influences the interactions between these systems. Therefore, basic knowledge of this system's interaction is the key to understanding how children grow and what factors contribute

to their poor success in their learning activities. While there are varied environments and distinct mechanisms, the researcher would be interested in examining how household poverty impacts the learner's academic performance by systematically examining the five environments that include the following: family/home, community, peers, school, living standards, and government.

2.7. POVERTY ROOT IN SOUTH AFRICA

Political pressures on the South African labour market have been defined over the last hundred years by a plethora of legislation that was influential in sustaining a population solely segregated based on race until the early 1970s. While the inappropriateness of a radically developed labour market has also been illustrated by unique economic powers. The economy appeared to prosper on a fragmented labour force during the early 20th century, but industrialization and the need for increased skills meant that a segregated labour market would later become a hindrance to economic growth. After 1948, political segregation became institutionalized and essentially worked at three levels. Grand apartheid attempted to establish black nation-states at the macro level and by creating the homelands and the policy of industrialized decentralization to provide this economic material.

Apartheid stressed division between race groups at the intermediate stage, through influx surveillance, urban settlement patterns, population removals and schools of separation. At the micro-level, petty apartheid stressed division between individuals from various classes of races through separate facilities such as parks, sports fields, interracial marriage prohibition and sexual relations. Although the macro level was the most expensive in the fiscal term, apartheid policies at the meso level likely had a greater negative economic effect through their impact on the labour market. As long as the economy was still relatively underdeveloped, inward-looking and expanding rapidly, the costs of these steps could be borne with ease. Such costs, however, increase with time, especially after the economic boom of the late 1960s.

The government encouraged the jobs of whites in state-controlled industries and revitalized the public release program in the burgeoning bureaucracy to ensure short-term employment for whites, through a variety of initiatives, supported Afrikaner business and supported commercial (white) farming. The 1946 Fagan Report, which stated that black urbanization should be seen as an inevitable outcome of industrialization and should be controlled but not stopped, was one of the first acts of the new government to overturn. The Sauer Commission witnessed a reversion of the Stallard principle of spatial separation of races, where blacks had to live in rural areas and only function in urban areas when needed by whites (Lipton 1986). Indeed, the energy put into reaffirming and tightening the influx control was a striking feature of this period, created by the Bantu Regulation of 1968.

The 1953 Bantu Labor Act tightened the exclusion of Africans from the structure of industrial relations by banning African employees from registered unions and preventing African workers from protesting (Greenberg 1980). Instead, African employees were provided with a different system of work and 'liaison' commissions, through which management and African employees were expected to discuss working conditions (Lipton, 1986). Several complementary laws prevented the upward mobility of black workers. The Industrial Conciliation Act of 1956 guaranteed the maintenance of the ethnic division of labour and greatly extended the reach of civilized labour policy to all industries. The Act guaranteed that the state could overrule an industrial council agreement in response to employer opposition, a 1959 amendment tone, thereby granting the state almost full power over private employer hiring practice.

In the public sector, white employees were given preferences, and in many cases, black labour has been substituted for white labour (Lipton, 1986:24). In government services, for instance, between 1946 and 1951, African workers dropped by 12 percent. The Bantu Education Act of 1953, as an aid to job development, mandates that African education be primarily self-funded, thereby connecting expenditure on African education to income received in the form of African taxes (Bronberger, 1982). In the early years of the rule of the National Party, African education spending

plummeted on a per-capital basis, dropping from 13% of white levels in 1953 to just 10% in 1961 SAIRR (1961). When they enter the job market, African school leavers are at a substantial disadvantage.

In the context of the civilized labour policy that gave the white workers preferences, a high degree of prejudice was melted upon them. African workers' job autonomy was curtailed and their bargaining power limited by limits on trade union activity. African workers faced a battery of laws that sought to weaken their ability to build human resources, increase their incomes, gain relevant work experience, and negotiate for better wages and decent working conditions that could improve their living standards and enable them to break the web of poverty.

2.8. POVERTY ROOTS AND HISTORY

2.8.1. Root Of Poverty

Poverty only covers Western Europe, despite the general title, with a reference to Central Europe and Poland, and while it focuses on the modern world and looks back on past backgrounds, its focus is more on the fifteenth and sixteenth centuries. Geremek positions the roots of distinctly modern theories about and approaches to poverty there and there. Poverty can be serious for those who are not interested in that period: it is a solid historical scholarship job. Geremek starts with medieval poverty, looking first at the philosophy and theology of Christianity, at the disparity between the exaltation of ascetics' spiritual, voluntary poverty and the misery of the truly poor. He explains the practice of begging and the functioning of charitable organizations:

“beggars were an integral part of the social 'division of labour' and participated in organized forms of corporate professional life”,

He discusses medieval poverty's economics, demographics, geography and economy. With the wider "disintegration" of medieval society, attitudes to poverty altered. The

time saw shifts in the balance between prices and incomes, food shortages, and demographic and economic growth, beginning with the Black Death: the sixteenth century was a turning point in long-term economic patterns.' Increasing poverty was primarily the product of "transformations in the agrarian system and the social structure of the countryside" in the sixteenth and seventeenth centuries, with radical reforms inspired by the drive towards a cash economy superimposed on the ordinary period of famine. And the role of poverty in the origins of capitalism, the disparities between "advanced" and "backward areas, and its dimensions in specific cities are increasingly being studied.

Geremek next provides case studies of charity reforms in the 1520s from Paris, Venice, and Ypres and, later in the century, from Grenoble, Rouen, Lyons, Valladolid, and Norwich. There were similar trends, while municipalities went their own way. Local improvements have often included the same steps, irrespective of the degree of their proven effectiveness or permanence: the census of paupers, the removal of as many of them as possible from the region, the differentiation of those qualified for help by different identifying signs, the centralization of hospital administration and social assistance, and the provision of money, primarily by taxes, for their continuation. . The imperial edict of 1531 contained attempts at a more centralized method and the edicts of Henry VIII and the Poor Law of 1597 to 1601 in England.

Geremek also looks at Luther, Erasmus, Vivés, Frycz, de Soto, and Giginta, some of the sixteenth-century authors who discussed the theology and politics of charity. The reaction to beggars is also related to the history of modern prisons by Geremek: "Before prison became widespread as a method of punishing and re-educating offenders, it was used in modern Europe as an instrument in implementing social policy about beggars" The sixteenth century saw the origins of workhouses in England, travelling to Rome to segregate and confine the poor, while the seventeenth brought the General Hospital in France and the Great Jail.

A brief chapter at the end of Poverty looks at the contemporary world (which Geremek means the last two hundred years), addressing theorists from Marx to Harrington, the enhancement of welfare programs, "the just distribution of goods no longer belonged to the domain of charity; it was henceforth a socio-political issue" and the poverty of nations.

2..9. HISTORY OF POVERTY

In 2013, the World Bank released two priorities to drive its Millennium Development Plan for Poverty Reduction Worldwide. Eradication of extreme poverty is the priority. By 2030, the goal was to reduce below 3% of the world population living in extreme poverty 2030, which is defined as 1.25 foreign dollars in 2005 purchasing power parity (PPP) term for those living under poverty line income. Subsequently, in 2015, the international poverty line was updated to 1.90 PPP- adjusted dollars a day per person in 2011 PPP terms.

The second objective is to support the per capita real income growth of the poorest 40 percent of each country's population. The Commission on Global Poverty was founded by the World Bank in June 2015 to advise it on how to track global poverty in light of the Twin Goals as a whole. The first part, "From \$1 a Day to the Sustainable Development Goal, provides a brief account of the World Bank's historical research background". The next segment explains the forecasts from the World Bank for 2015, which are our starting point. The sections "Assessment: Household Surveys and Population Data" and "Assessment: Monitoring over time," sets the scene for the assessment of the potential monitoring of global poverty. These include guidelines on how to perform the monitoring up to 2030. However, the sequential presentation of the recommendations in the course of the theoretical parts implies that their internal coherence might be obscured.

The final section brings the recommendations together under the following three headings: raw materials (data), review and presentation. Out of the total world population of about 6.8 billion, 925 million people do not have enough to eat; about 98

percent of the world's undernourished people live in developing countries. Approximately 306 million learners live in sub-Saharan Africa (UNICEF, 2008:113). At least 45% of primary school age learners in most African countries live below the poverty line (World Bank, 2007). This means that at least 137 million primary school-age learners in Africa do not attend school (UNICEF, 2008, 2007). Moreover, in the world today, almost one billion people are unable to read a book or even sign their names. The majority of them are learners with low living conditions from poor family backgrounds.

Many of them are unable to pay the minimum school fees or other essential resources required to access education (Atkinson, 2008). Research has shown that, despite concerted attempts to advance the cause, millions of rural learners in most African countries have no access to education. Okeke, et al. (2012) described learner labour, poverty, and the absence of sponsorship, a search for income, bereavement, truancy, broken families, and learner participation as a household, as the variables or the clog in the wheel of access to education for learners. More than 350 million people, over half of Africa's population, live below the poverty line of one dollar a day, according to the World Bank Development Report (2012). This means that poverty often impacts learners and since the context is very low, it is very difficult for learners to succeed in high school in that group, many of them are dropped out from school, many have not achieved any academic performance due to their economic background's psychosocial impact.

2.10. IMPACT OF HOUSEHOLD POVERTY TRAP IN LEARNERS ACADEMIC PERFORMANCE

In South Africa and elsewhere on the continent, poverty as a universal phenomenon is distinctive because it tends to impact the majority of the population of the same region, while a very small minority enjoys opulence. At worst the standard of education that one gets and how much one can be good in education seem to be decided. Singh well

illustrates the impact of poverty on a learner when he says: the learner's excellent ability is lost prematurely, allowing the adverse socio-economic circumstances to grow only partially.

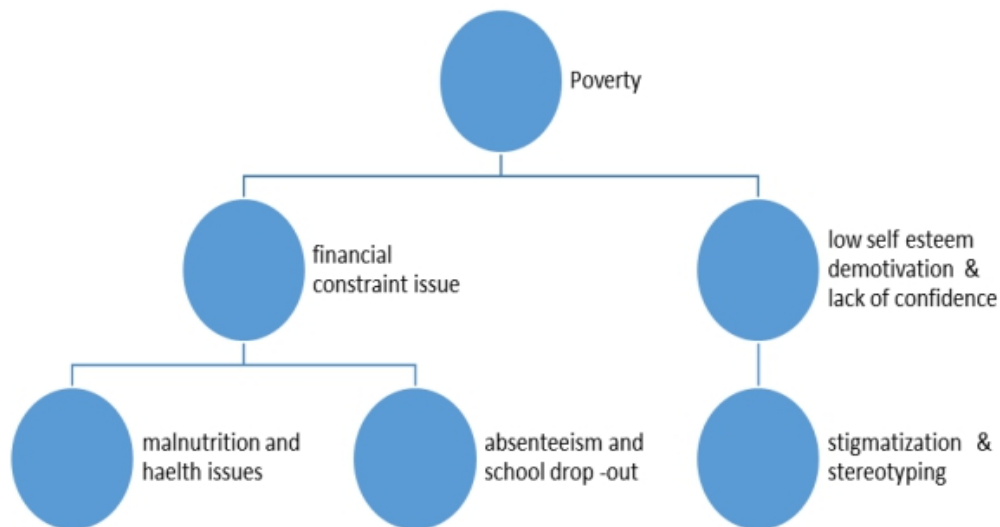


FIG 4: Pragmatic diagram of the impact of poverty

Social disadvantage is deprivation and handicap, a stuck, doomed to stagnation, wastage and failure, is the socially disadvantaged learner. Physically and mentally, social disadvantage mutilates the learner, stunts his progress, kills his abilities and deprives him of self-fulfilment (Singh, 1980). Education has long been recognized as the most important, if not the only, factor in social progress and as such, is at the heart of improving the lives of millions of poor South Africans. Three of the four points of the South Africans' national development vision for 2014 are halving unemployment, halving hunger, and improving equality in jobs. The government has increasingly recognized the growth of skills as a key problem in trying to meet these social and economic expectations.

The skills have been seen as both a restriction on socio-competitiveness and the elevation of those in poverty and those who lack decent jobs. The local developments that have been shown to have affected skills shortages in South Africa are varied, according to Erasmus and Breier. They have an embattled education system, which is already struggling under apartheid to resolve decades of instability. The numerous educational policy revisions to our curriculum, generally referred to as Curriculum 2005 Outcome Oriented Education (OBE), Revised National Curriculum Statement (RNCS), National Curriculum Statement (NCS) and recently the Curriculum Evaluation Policy Statement (CAPS), in which some of the curriculum activities at school level, such as the teacher's portfolio, have been removed by the Mini Curriculum Assessment Policy Statement (CAPS) For all these efforts, not only does the issue of low academic results in public schools tend to persist unabated, but it also worsens annually.

The observation is well captured by January 8, 2010, Pretoria News headlines: "Dismay in fall of pass rate," and the Sowetan of the same date from its sister paper: "What government spin doctors did not want you to know: 230,000 FAILED." (Uleanya & Iwaloye, 2019). It was only in 2014 that we saw a 70 percent rise in the national pass rate at matric. Academically, at best, the debate so far can be considered digression. If the aim of this paper is to be accomplished, this is inevitable: to declare the academic low performance of public schools in South Africa a national catastrophe. Owing to the gross harm they do to the affected populations, who are left powerless, national catastrophes are viewed with urgency. This is where higher education institutions come into action. Neville Alexander's words affirm the call made by this study:

every South African citizen who knows that the future of this country depends on the health of the education system has come to realize that we have no future at this moment because the system continues to stagnate and even decline in crisis mode, despite all well-intended interventions (Alexander,2008).

The study assumes that the low performance of learners from distorted backgrounds can be discussed by universities. Their role and influence in communities as information producers placed them on a pedestal to face this challenge directly and successfully. The results of the study: "Mahlomaholo & Hongwane's (2009) analysis of compliance levels with national and provincial education legislative and political imperatives in the Dr Ruth Segkomotsi Mompati District of the North West Province in South Africa" showed that the entire district was firmly situated within the lowest of the poorest group.

According to this report, for the remaining 344 schools, the control of 12 schools in the district that did not reveal their corresponding quintile was below quintile 3, of these schools in the District, Quintiles 4 and 5 represent just a total of 9. A whopping 328 (or 95%) of these occur in Quintiles 3, 2, and 1. The two researchers noted that, while it can be argued that quintile 3 may not refer to severe levels of abject poverty, the remaining number of schools, after subtracting those in quintile 3, is still unacceptably large at 71 percent (approximately 247) of the total. The finding was that all 4 Area Project Offices (APOs) seem to have without exception, an over-representation of schools in this low socio-economic status community, which may also be a consideration in line with the policy and legislative imperatives of schools.

The limitation of financial resources acts as an obstacle to the academic success of a learner at the optimum stage, and this is one of the key impacts of poverty on the academic performance of learners. The UNICEF (2011) study indicates that if a learner is financially disadvantaged, he or she may attend a poor rural school where some basic resources that can improve teaching and learning might be missing in the school, it notes that some schools lack sufficient resources and materials to support academic success and this may restrict successful teaching and learn in the classroom. According to Bronfenbrenner in his report, he believes that the multiple and interactive social-economic, cultural and community level factor that alone affects the growth and academic achievement process of learners needs to be understood.

Mwamwenda, (2010) stressed that if a learner has access to all the tools required in the classroom, he would feel more secure and more self-assured in school exams. Besides Chen (2009) & Chireshe (2010) support the financial restriction that limits the learner's academic success in his finding, it was shown that the brain does not grow to its fullest potential when a learner fails to get basic needs or grow up in a stricken poor environment and thus limits the cognitive and mental alertness that is required to succeed in the classroom. Therefore, learners connected to poverty face many difficulties in keeping up with their peers.

2.10.1. Truancy and Dropout from School

Poverty reduces the likelihood of educational attainment and at the same time, one of the key pathways for escaping poverty is educational attainment. Poverty has an astonishing impact on the academic accomplishments of learners. Poverty is well known to be one of the main causes of school truancy and dropouts (Cuthrell, et al., 2010). Since the introduction of No Learner Left Behind (2001), all learners have been kept accountable for the scholastic achievement of colleges, teachers and administrators. The call for an education system to equip learners with the required knowledge and skills for successful education has placed pressure on educators to understand their learners, especially learners who face academic challenges.

Studies show that educators' efforts can make a big difference in creating a positive atmosphere in an impoverished learner's educational journey (Pascopella, 2006). Any peer to peer contact is another telling indicator of at-risk learners. It is also their peers that become hyperaware of the variations since impoverished learners may not be completely exposed to or lack the impetus for personal hygiene. In this regard, peer to peer contact can also manifest itself in bullying and taunting. Teachers, counsellors and administrators should be well trained to subtly discuss the concerns and shortcomings of a learner whose hygienic conditions may be unsafe for themselves and others. Since these learners may be ignorant of positive hygienic issues, the

educators should be able to instruct the learners in a respectful and welcoming way about proper cleanliness.

For teachers to be adequately prepared for the difficulties they will face in their classroom culture, they must use the tools in their classroom that provide vital information about the learners. Counsellors, administrators and professional teachers are deemed to be Counselors, managers and experienced instructors are all suitable tools to gather data on future or vulnerable learners (Gay, 2002). In addition to supporting the academic performance of economically disadvantaged learners in their classes, teachers must be aware of the best pedagogical practices in compliance with NCLB (2001). For instance, maintaining high educational and behavioural expectations for all learners and realizing that apathy can mask the disadvantaged learners' insecurity.

By taking an interest in each learner, educators can also foster valuable relationships. Impoverished families are typified by strong family relationships (Baker, 1987) and transfers to the classroom are important. Teachers will face poverty with the awareness and power to help disadvantaged learners break the cycle of generational poverty, make a difference in life and encourage the educational success of every learner through these methodologies.

2.10.2. Low self-appreciation

Poverty is persistent stress for learners and families in all countries and can interfere with successful adaptation to developmental tasks, including school achievement. Learners raised in low-income households are at risk for academic and social difficulties as well as poor health and well-being, which can in turn undermine educational achievement. In South Africa and the world at large, poverty is a major contributor to the low educational output of learners. Physical well-being, brain growth, educational success, self-esteem-efficacy, cognitive and psychological development are influenced by low socioeconomic status. The goal of the following study is to clarify

the impact of the poverty trap on the development of communication skills, learning, academic success, and dropping out of school.

By analyzing the impacts of household poverty on the academic performance of learners in rural secondary schools, it is possible to see ways in which schools and stakeholders can respond to the challenges faced by regional poverty. This research involves methods that can be used by managers in colleges, education agencies, teachers and all other stakeholders. The link between poverty and the growth of learners and academic performance has been well established, starting as early as the second year of life and continuing through elementary and secondary school. They may have long-lasting impacts as these threats arise during preschool years. School preparation for entrance into a preparatory school, for example, sets the strategies for future success.

School preparation is essential to subsequent academic success and there are long-term implications of disparities on school entry. The results of early school failure have raised the risk of truancy, dropping out and harmful or delinquent activities. It is estimated that between 30 and 40 per cent of learners starting kindergarten in the United States are not ready for school. These studies, which align with the findings of most research on the subject, present a new way of looking at how to deal with the poverty trap or low socio-economics status disparity in education. Rather than solely focusing on the impact of financial constraints on academic achievement, scholars now agree that the psychological impact of low SES needs to be taken into account as well.

Households below the poverty line income are listed as living in poverty, according to the World Bank, and the influence of these figures puts an enormous burden on the public education system. Teachers are now facing sky-rocketing numbers of malnourished learners, inadequate hygiene skills, and little or no parental participation in the growth and education of their learners. The void poverty produces contributes to the growth and suffusion of generational poverty with little or no academic modelling.

This work aims to explore the damaging impact that poverty can have on young learners' development and the challenges it poses to their education and future. The connection has been well-founded between poverty and low academic achievement. Low-income learners are vulnerable to leaving school without graduating, leading to a dropout and being unproductive that can increase the social danger in communities and also increase the level or rate of the poverty trap that ultimately leads the country's economy to a recession or depression due to lack of skilled labour in the economy. According to the latest statistics supplied by the United States;

almost 20 percent of learners under the age of 18 live in poverty, according to the Census Bureau (2008).

However, poverty is something more than dispassionate statistics. Physically, mentally and socially, the multifaceted challenges that affect these learners living in poverty manifest themselves. Because high numbers of learners fall under these classifications, poverty can have a detrimental impact on education, and the myriad of complex issues that are inherently related to it (Bennett, 2008). According to the Technical Association of Georgia Teachers, nearly 13 million learners live in poverty in the United States alone (2005). This statistic translates into one in six learners living below the level of poverty, and these figures are rising. For minority levels, research indicates that these figures are much worse; studies by Cuthrell, Stapleton, and Ledford (2010) indicate that one in three African American learners lives in poverty.

Projected to soon represent one in four of the American population, the Hispanic population is 58 percent more likely to have households residing below the federal level of poverty (Martin, 2007). As learners frequently feel shame and embarrassment in poverty, the psychological impact of poverty is highly traumatic and detrimental to the growth of learners. When they realize their worlds differ from their peers, insecurities grow. A developing learner is harmed by negative emotions, damage includes low self-esteem, reduced self-efficacy, and educational differences seen as early as preparatory (Evans, & Schamberg, 2009). Learners from low socioeconomic

backgrounds frequently produce lower or lagging academic outcomes. Because of the pressure of family life and the pressures of making ends meet, for those learners living in poverty, schooling and homework frequently spin to the fringe of focus.

Poverty is most prevalent in African countries compared to developed countries such as the United States, Canada and other developed countries, this example shows that poverty is a phenomenon issue that any government must address with all attention. But because of the African leader's lack of transparency, dishonest and selfish conduct, this problem has persisted.

2.10.3. Increase in the actions of multiple offenders

It is important to remember the contributory dangers of poverty, having established poverty and its prevalence in the United States. Poverty is also linked with other stressors, such as drug and alcohol misuse, along with multiple illegal activities. Subsisting below the level of poverty produces unprecedented levels of frustration, resentment and stress. These negative feelings can lead to physical abuse and violence. Levine, (2009) has been confirmed to have an exceptionally high risk of mistreatment such as physical, sexual and emotional violence in these circumstances. All of these contributing factors increase the risk of mental health disorders being formed by impoverished learners. Given the well-recognized impact of these stressors on learners, there are colossal disparities between learners who need treatment for mental and physical health services and those who receive them.

More than 50 percent of learners living in poverty have anticipated mental health needs based on data from Burns, Phillips, Wagner, Barth, Kolko, Campbell, & Landsverk (2004), but only 16 percent ever receive the assistance they have been referred to. The difference between the aid needed and its actual reception is important in terms of growth. The stressors of crime, abuse and neglect caused by poverty, left alone can lead to mental and emotional harm (Burns, et al 2004). Studying the impact that

parental factors can have on a learner living in poverty is significant. Impoverished homes are more likely to be single-parent households, 72 percent of which are driven by a female parent (Bureau of the Census, 2008). More learners are increasingly likely to have little to no prenatal care, low birth rates, inadequate nutrition, and non-existent after-born care within the boundaries of generational poverty (Wadsworth, Aviv, Rhinehardt, Wolf, Santiago, & Einhorn, 2008)

These poor parenting abilities are often born from inadequate income to meet the needs of learner care; detached interests may contribute to physical and emotional negligence, such as wasting money on alcohol or drugs. In addition, the psychological burden of unemployment or lack of adequate parental income may also contribute to austere and abrasive parenting. Parents suffering from poverty often exhibit less parenting, decreased sincere concern for healthy growth and little academic modelling (Magnuson, & Votruba-Drzal, 2009). The lack of work or attempts to pursue employment also raises the probability of family upheaval, causing difficult changes.

The stressors also lead to neglect of the mental, emotional and educational requirements of poor learners (Wadsworth et al., 2008). Teenage delinquency, insufficient and incomplete schooling and poor health behaviours may be exacerbated by the consequences of negligent and ineffective parenting due to poverty. The cycle of deprivation and violence breeds itself without proper direction and education, forming a spiral of generational poverty and resulting in low academic performance.

2.11. PERFORMANCE RELATIONSHIP OF HOUSEHOLD POVERTY ON LEARNERS

2.11.1. Growing difference in learner academic success in rural and urban areas

There is a rising difference in the output of learners from various walks of life (Neuman, 2013). Studies show that learners from disadvantaged economic backgrounds appear to attain lower levels of standardized testing skills (National Center for Education Statistics [NCES], 2002) and learners living in poverty (Duncan et al, 2002,2013). Strategies have been proposed by a myriad of research-based practices to help close the achievement gap, including parental participation (Larocque & Darling, 2011), improved school funding, better nutrition, and reading in the summer (Allington et al, 2010; Basch, 2011; Jimenez-Castellanos, 2010). Studies show several factors that lead to and help close this gap in accomplishment.

This research explores these disparities in depth through the academic performance of rural learners relative to urban learners (National Center for Education Statistics (NCES), 2002) and learners living in poverty (Duncan et al, 2013). Studies display several pieces of evidence that relate to and help close this achievement gap. These are discussed in depth in this research work. Black and coloured educational achievement in South Africa, in particular, depends on income, but learners belonging to low-income groups are less likely to graduate from high school and are much less likely to pursue post-secondary education relative to their high-income white peers (NCES, 2015).

However, household economic status is a determinant of academic achievements for learners, low socio-economic status learners may not be able to complete secondary school due to the financial status of their background, whereas their counterpart with a good financial background would be academically successful because they will have access to all the required resources to help them achieve their financial background. More than 50 percent of the population of South Africa lives in poverty, according to

Statistics South Africa (2008). Statistics South Africa stressed that, as one of the key goals of the South African National Development Programme, it is unlikely that the country will achieve its target of eliminating poverty by 2030.

2.11.2. Disabilities in learning

Learning disabilities are another major contributing factor contributing adversely to educational achievement. In 2013, approximately 30 million people live in poverty and most of them are children. All learners living below the poverty line have been reported as having disabilities (Child/Trends Databank, 2014). The National Center for Learning Disabilities (2014) found that minority learners and a disproportionate number are over represented in special education services (Child / Trends Databank, 2014). The Centre for Learning Disabilities (2014) identified poverty among learners from poor backgrounds as a driving force for learning disabilities (Cortiella & Horowitz, 2014). Some professionals, however, argue that minority learners do not have learning disabilities; instead, teachers are insensitive to minority learners' needs and cultural norms.

Ineffective teachers appear to use the most traditional pedagogy in South African schools. Hughes (2003), suggests that the dominant cultural way of school is universal, or should be universal and most appropriate for all. Hughes clarified that teachers need to be sympathetic to their learners' desires, motives and social and cultural preferences to provide interaction and motivation. An educator must adapt the lesson to meet the requirements of all learners in these groups. There can be a variety of items that include but are not limited to, volunteering at school, attending conferences with parents/teachers, engaging with the educators, assisting learners with their homework, or supporting other learning activities.

The less-social economic community of black and coloured parents in South Africa and particularly in rural areas such as Nongoma who are not involved in these activities can appear to have low parental involvement from the school side (Gaetano, 2007). The less fortunate families tend not to react and support the positions of the schools in these activities, although not all of these activities are noticeable to the schools and teachers, this can often be seen as ignorance by the school (Barbarin, McCandies, Coleman, Hill, 2005). In contrast, in terms of the academic or social concerns of their children, the wealthier household would often have regular interaction with schools.

2.11.3. Stereotyping and reckoning

Stereotypes may also play a major role in the difference between black and white ethnicity in achievement. The threat of stereotypes is a factor that prevents a person or community from performing at its maximum potential (Appel & Kronbege, 2012). Due to the set-up of the environment, parental history, lack of adequacy in the school setting or general physical outlook of the learners, rural schools are viewed as less intelligent. A learner can underperform when these false ideas and biased attitudes are present within the learning environment, whether intentionally or not. Appel and Kronberger discovered that there was a party performing at their best while stereotyping signals Appel & Kronberger (2012).

2.12. IMPACT OF POVERTY TRAP ON THE LEARNERS

2.12.1. Malnutrition

Poverty entails an immense amount of risks and challenges that put vulnerable learners at risk. For young minds and bodies to grow, positive nutritional habits are important. Malnutrition can be a significant drawback to cognition, memory growth and language capacity that can hinder adequate learning success in the classroom. Undernutrition is an epidemic among the poor in the United States; studies suggest

that approximately 12 million American learners eat diets far below the recommended nutritional allowances Brown, & Pollit (1996). Since the evidence indicates that the absence of significant nutritional dietary requirements can have deleterious effects on the developing brain and can also contribute to learning deficiencies and behavioural problems, this issue exposes poor youth to a storm of possible limitations.

Although South Africa spends billions on public assistance and free public education, much of this money is wasted when a learner presents the academically weakened classroom with inadequate nutrition. While government aid is widely available via programs such as free food, free education, and other initiatives, these funds are often misused or abused. The fund is also used to buy items that are not relevant to learning, such as alcohol, drugs, cigarettes and clothing, instead of using government funds intended to help provide for learners. Even well-meaning parents believe that nutritious balanced food is simply inexpensive and opt for cheap, filling food instead; this has led to a rise in the incidence of diabetes and obesity in learners living in homes below poverty levels (Fennal & Brown, 2006).

The emotional impact of nutritional food deficiency can lead to damaging distortions of body image, dysmorphia, and eating disorders; lack of awareness and apathy about proper nutrition contributes to poor eating and health habits over a lifetime that will not enable learners to be more productive in school and also hinder proper focus during learning. Both of these are co-contributors to the increasingly high level of morbidity among learners and poor families. (Fennal, & Brown,2006) .

2.12.2. Lack of nutrition, problems with proper food and health.

For individuals to realize their physical, cognitive and economic potential, healthy nutrition is fundamental. It is the foundation for the creation of personal and family well-being and human capital and as such, the cornerstone to the present generation and future economic and social growth (Rusinga & Moyo (2012); Benson; Hoddinott, et al (2012) Sun; (2012). Malnutrition raises the risk of disability and thus contributes to the generational transmission of hunger and disease Ecker & Nene (2012). The IRIN

(2012) study suggested that lack of nutrition causes ill health, leading to low retention and poor academic performance of secondary school learners. A hungry learner is a victim of a low level of focus, short listening span and the problem of collecting and accessing data than peers, and this will limit such learners from doing excellent in the classroom.

According to the lack of nutrition linked to a myriad of health issues (Bee and Boyd, 2007; Ignowski, 2012), living in poverty separately leads to psychological problems that restrict learners from attending schools and thereby losing injury and school work. When a learner is faced with all these different challenges, it is very clear that his or her academic performance in school is minimal and most learners in Nongoma rural schools are typical and victims of these difficulties. Donald et al (2012) also reveal that if they are under-fed, learners from poor families are stunted and vulnerable to numerous health threats and safety risks associated with poor nutrition. Many of these threats to health and safety cause physical, cognitive, neurological and sensory disorders that can lead to learning difficulty and thus poor academic results.

2.12.3. The home and school physical climate.

The impact of household chores plays a significant role in the low academic performance of poor household secondary school learners. Rao (2004) suggested that when learners try to choose between work time and study time, it may lead to family conflicts, poor academic performance, poor school attendance and school drop-out. Chinyoka and Ganga (2011) argue that some learners are responsible for most of the household tasks, so little time is set aside for school and homework, and when the two are too much to manage, school work was the least priority, so because of lack of time and contraction for their learning, they find it difficult to excel academically. It is irrational to believe that when they are physically and mentally exhausted, learners will learn (O'neil, 2012).

Many learners see school time as rest, especially impoverished home learners since they have always been involved in household chores that have occupied their time,

thus affecting their self-confidence self-esteem, self-concept and academic performance. Ben-Chendo et al (2012) suggested that poor household learners engaged in child labour activities faced risks such as violence and rape, which could affect their mental and physical development, which hurt their proper functioning in school, resulting in poor growth and performance of education. UNIFEC (2010) claims that child labour has robbed learners of the universal right to education. Furthermore, Chinyoka (2011), Kaba and Musonda (2011), Saito (2011) and Okeke et al (2012) identified child labour, poverty and lack of sponsorship, a search for riches, bereavement, truancy, broken home, and learners participation as household aid as the variables and clog in the wheel of secondary learner achievement.

2.12.4. The conditions at home and the causes of the neighbourhood.

The study found that home conditions are often not conducive to learning for rural learners. A lack of electricity, space to do homework, spending a lot of time on domestic chores, a shortage of resources for learning at home, a noisy neighbourhood and unsupportive parents have affected the majority of learners from poverty-stricken families. Bradley, et al (2001) found that virtually all aspects of a learner's home life can be influenced by being bad. To avoid paying high rents and in some cases because they cannot afford to own land, poor people typically find living in informal settlements (Haughton et al, 2010, as cited in Cameron, 2012), this reinforces the ideas put forward by Bronfenbrennen (2008) who asserted that a lack of accommodation, academic support at home and inability to afford rental restriction interaction between learners with other.

According to ecological theory, the child would not have the resources to explore other areas of his or her world if the relationship breaks down in the immediate microsystem. This was endorsed by Atkinson (2008), who argues that disruptive forces in the growth of a learner academically restrict their achievement. From the above discussion, it may seem that the home has a significant impact on the mental, social and economic

psychological condition of a learner, thereby influencing his or her academic performance. In certain cases, learners from disadvantaged families have been seen as lacking educational objectives (Atkinson, 2008). Broken families, families of single parents and families with children can have a traumatic impact on learners. Usually, learners from these backgrounds may have emotional difficulties that may impede successful academic results (Chindanya, 2012).

The family history thus plays a key role in building the learner's personality and improving academic performance. The family history, therefore, plays a key role in establishing the psychological dilemma of adolescents. The high rates of drug and alcohol misuse are other threats and hazards often associated with poverty. Sharma (2008) suggests that poor households are predisposed to at least one type of drug addiction. Alcoholism is a pathway to more negligent parenting as well as physical violence, the most widespread. As a growing learner witnesses this at home, the behaviour is more likely to be replicated Englund, Egeland, Oliva, & Collins,(2008). Alcohol abuse is also used as a synonym for physical, mental, emotional and sexual abuse (Englund et al, (2008).

Since these forms of violence frequently go unnoticed or unreported, learners are more likely until adulthood to be subjected to abusive conduct, precisely until they escape from it by running away from home (Englund et. al, 2008). The learner's character and progress in academic performance. Research has shown that low socio-economic stress can contribute to psychological issues for teenagers, including anxiety, depression, and behavioural problems (Wadsworth, 2008). Moreover, when their appearance, clothes, and personal hygiene are not the same as their peers, learners living with poverty face deep shame and embarrassment Beegle,(2003). Extreme low self-esteem and self-efficacy are a side impact of this psychological damage. When it comes to the educational environment, this can lead to anger, angst and insecurity, which can then lead to actions that are misinterpreted as apathy.

Owing to this misperceived inability to understand, teachers typically give up on learners. Studies show that schooling is the most powerful approach to breaking the cycle of generational poverty Beegle (2003); although still impaired by their environmental upbringing and unequal social bias, poor learners must conquer ostensibly insurmountable odds. To have equal standards for all learners to learn, teachers have a moral and ethical position to celebrate differences, respect properties, and value the cultures in which each learner lives. For the cognitive, emotional and social growth of learners, brain development is of vital importance. In physiological terms, the brain weights 25% of what it does in adulthood at birth. The brain undergoes accelerated growth and enlargement from birth until the age of three DiPietro, (2000).

In fact, during this time, the weight of the brain will triple; synaptogenesis, or growth and production of brain cells, is so profound that the density of the cells of the brain is greater than it is at any other point in its life cycle and is 50 percent denser than the adult brain Dipietro, (2000). Since brain enlargement and growth are extremely vigorous in learning, socio-emotional development, language development and motor skills are highly sensitive to both positive and negative environments. Chronic environmental damage, such as insufficient nutrition, inadequate parenting and little health care, can easily interrupt vital brain development during the early stages of learning hood development. Since the brain is in critical mass maturation during early formative years, an insufficient supply of emotional and physical requirements can hinder emotional development and speech, stunt physical growth, and prevent the development of higher brain lever capacity.

One of the most significant and drastic impacts that poverty can have on brain function is the physiological deterioration of human memory capability. Research has shown that there is a tremendous association between the acquisition of memory and the sales difference (Evans, & Schamberg, 2009). Human physiological developments have demonstrated a negative reaction to chronic indigence stressors. In studying the physiological effects of impoverished life, stressors such as hunger, violence and neglect are measured in the indices referred to as allosteric loads. More specifically,

all static charges are a scientific measure of the wear and tear of poverty that causes human health and development. Evans and Schamberg (2009) show that the length of learning hood poverty and subsequent exposure to elevation at static loads is directly proportional to the decrease in the working memory of the developing learner.

Glasser (1990) has theorized the basic emotional needs of learning as passion, fun, independence and survival. Learners who have been raised in the void of these feelings and who are subjected to stressors that differ from these fundamental needs will struggle to establish a good sense of confidence, self-esteem and belonging. Without these basic needs being met, learning can develop a "flat impact" Gold, Samuels, & Southall, (2003) in which normal responses to negative stressors receive little or no response. Gold et al. (2003) demonstrate that a prolonged withholding of basic needs such as food and affection from a learner may produce unconsciously defensive, almost lifeless stimulation responses that would create feelings of chaos, catastrophe and distress in a normally developing learner. This self-indulgence has also become apparent in attitudes towards education, as well as in impoverished learners who are already getting strikes against them in the classroom.

As mentioned, they are environmentally, socially and economically behind their traditionally evolving peers. Besides, they are required to adapt and succeed in a classroom setting modelled on traditional middle-class socio-economic norms (Wadsworth, et al., 2008).

Lack of aspiration and lack of motivation

Research results Berzin (2010) indicate that disadvantaged young people lack expectations and motivation for education. Furthermore, their reality is based more on the survival and preservation of the lifestyles they have become used to rather than higher education (Berzin, 2010). This period of repetition displays all the features of generational poverty. One aspect of generational poverty that is important to remember is the repudiation of the mindset of poor families towards change that pervades their

learners. The cycle of repetition can also be facilitated, if not promoted, by refusing to acknowledge the performance of the learner over the parent.

It has been noted (Baker, 1987) that the deep-seated resentment of any family member who dares to question a lower socio-economic lifestyle and to break free from the cycle of repetition is rooted in generational poverty. The dissatisfaction that is harboured is rooted in generational expectations; to expect better for one is considered an insult to the lifestyle offered (Baker, 1987). Unfortunately, as Baker (1987) points out the cycle of repetition has a strong effect on disadvantaged young people, particularly given the strong emotional impacts of an equivalent socio-economic environment that reaffirms their circumstances as usual.

2.13. STRATEGIES TO IMPROVE ACADEMIC SUCCESS

2.13.1. Appropriate pedagogy of the educator

Poverty has an astonishing impact on rural school learners. Poverty is well known to be one of the key causes of school truancy and dropouts (Cuthrell, et al., 2010). Since the beginning of No Learner Left Behind (2001), colleges, teachers and administrators have been held responsible for the academic achievement of all learners. The call to provide quality education to every learner has placed pressure on educators to consider their learners; more precisely, at-risk learners who have the potential to fail. Studies show that the efforts made by educators can have a significant difference in creating a meaningful learning environment for disadvantaged learners on the educational journey (Pascopella, 2006). Educators are called upon to be mindful of learner's life; they need to be equipped with the knowledge enabling them to identify the subtle and often misunderstood forms of poverty among learners.

Learners who are withdrawn, sullen and apathetic are not inherently showing apathy towards education. Educators should be armed with empathy, understanding and

concern for the needs of the different learners in their classrooms. Educators should be in tune with their learners and adept at identifying the suggestive signs of an at-risk impoverished learner. Learners who show dirty clothes or seasonally unsuitable clothing in the classroom should be concerned about a potential problem. Another telling sign of at-risk learners is a certain peer-to-peer contact. Since impoverished learners may not be completely exposed to or lack the momentum for personal hygiene, it is always their peers that become hyperaware of differences. Peer participation in this regard may also manifest itself in abuse or taunting.

Educators, counsellors and administrators should be well trained to react implicitly to the needs and deficits of learners whose hygienic situations could be injurious to themselves and others. As a result, these learners may be unaware of positive hygienic issues, the educators should be able to advise the learner in a respectful and accommodative manner about proper cleanliness. For educators to be fully prepared for the challenges they may face in their classroom population, they must make use of the resources that contain vital information about the learners in their classrooms. Counsellors, managers and experienced instructors are all suitable tools for culling knowledge about potential at-risk learners (Gay, 2002). Besides, to encourage academic achievement for economically disadvantaged learners in their classrooms and following the NCLB (2001), teachers must be aware of the best teaching practices.

Examples of the above include upholding high educational and behavioural expectations for all learners, as well as understanding that apathy can mask the vulnerability of disadvantaged learners. Educators can also cultivate positive relationships by taking an interest in each learner. Strong family relationships are characteristic of poor families (Baker, 1987) and are required to be translated to the classroom. Teachers will face poverty with experience and knowledge through these methodologies. Power to help disadvantaged learners break the cycle of generational poverty, make a difference in their lives and encourage the educational success of every learner.

2.13.2. Systems of School Support

If poverty affects learners, most in their youngest years, then it is reasonable to follow that learners who live outside of school during the preschool and elementary years account for virtually almost all of the achievement disparity between high and low-social economic status homes (Alexander et al., 2007). The difference in achievement is the narrowest as learners reach kindergarten. States could also mandate the Department of Education, Districts and Circuits to do more to facilitate early learning hood education in collaboration with other local agencies. This could be achieved in several ways by providing books to young learners in rural areas by religious bodies, NGOs and other stakeholders. Schools may also provide free meals to learners from impoverished families or a lower economic background.

The full-day preschool program for high school kindergarten learners may be successful in narrowing the achievement gap. However after children reach the first grade, additional services must be made available to low Social economic status families to continue closing the gap (Alexander et al., 2007). It is of the utmost importance that schools reach out and make families feel welcome with this support. When learners have a stable home atmosphere, a good working relationship with the school, and access to the requisite help, the achievement of learners for all learners, regardless of their family's socio-economic status, is on the rise (Milne & Plourde, 2006). Once learners reach the preparatory stage, schools can work diligently to establish relationships with parents and continue to make progress in closing the achievement gap.

For this to happen, schools need to rely less on standardized tests and more on the learner as a whole. This can only be achieved if states avoid wasting money on standardized tests and increase school funding for services such as decreasing classroom sizes and growing support staff such as counsellors, social workers and nurses. Standardized high stakes tests should be administered to learners as tests to

assess their individual development. Tests may be used to diagnose gaps in learners' learning and skills that would be more beneficial in encouraging learners to make progress in achieving academic expectations. Teacher teams and school support staff will work together to evaluate the data of their learners and work to create a program that would best cross-learning differences with their learners. The use of support staff will also allow the school to recognize non-academic areas in which learners need assistance.

Year-round schooling in urban areas will eliminate the summer lack of learning suffered by disadvantaged learners. It will also reduce the amount of exposure to harmful environmental factors during the summer months. Summer reading initiatives that can help learners gain access to instructional resources to narrow the achievement gap should be placed in place. It may also be useful to provide quality field trips to high school learners. Middle-and upper-class learners are exposed to outside-home learning opportunities that low-income families may not be able to afford. Taking low-income learners to museums, concerts, and businesses will encourage them to acquire ideas and opportunities for potential jobs, promote self-learning and interest in subjects that are not often taught in conventional schools, these families lack awareness of how to break the poverty cycle that keeps them in jail. If education is a strength, schools should educate parents on how to help their children rise above hardship and look to a better future.

2.13.3. Health care reform and income and wealth redistribution

Many studies show that in the first few years of life poverty is having a serious and lasting impact. That is why the government has to find ways of reducing the number of poor learners. In several ways, this could be achieved. By making viable improvements in health care, the state of poverty could be changed. Only the poorest of households are eligible for healthcare, and the costs of realistic coverage are frightening. Our government must find a way to redistribute costs to help low-income families get quality

healthcare. To eliminate health issues during pregnancy, government health care requires the beginning of low earnings pregnant women. It should go to high school while the learners go to school.

This will be a smart investment as good health leads to the learning of learners. Starting life with good health care helps to reduce the number of children's disorders that contribute to learning disabilities along the way and alleviate disadvantaged families from one of the financial burdens. All learners can start school on a level playing field and increase the number of days throughout the year by offering basic and accessible health services. The current welfare system must also be modified. The welfare system should help the quest for jobs and food benefits rather than a system that perpetuates poverty but should promote healthy eating. I don't have a simple response, but social support services might involve employees or volunteers who help beneficiaries write letters and curricula, find cost-efficient childcare and transport for working parents.

While some poverty reduction strategies are immediate, others will occur over decades. One way this might happen is to demand low-income housing in wealthier suburban areas. This is a contentious issue, but it will have important consequences and benefits for disadvantaged children. The neighbourhoods in which children live determine social expectations and greatly influence the success of learners. Poverty traps poor neighbourhood parents who influence their children outside the home and school (Berliner, 2006). The ability to move families out of the city centre will have some advantages. New housing will minimize exposure to harmful materials such as plumage in children. A good role model would set a precedent for positive social behaviour, both in schools and in the community. Starting in schools in wealthier areas will be best supported, as well as more educational opportunities, by guidance advisors, teaching educators.

2.14. COMPARISON BETWEEN RURAL AND URBAN AREA

The three fields of the family or a person can fall into socioeconomic status, mid socioeconomic status, and low social-economic status. Any or more of the three variables, i.e. income, education, and career, may be analyzed and measured when a family or person is classed into one of these classifications. In comparison to other areas such as Ulundi, Richard Bay or Durban, in which the socioeconomic status of a household is much better and comfortable, and directly or indirectly influences the academic performance of learners in this area, researchers use this comparison to investigate the social-economic status of persons in the Nongoma area. The parents still have the responsibility to educate a child. This is in harmony with the daily sociologist who testifies that education can be an instrument of social change taught at home.

It is not surprising that the socio-economic basis of parents could influence the academic achievement of school learners. The progress of young people can be influential in some way in their training or attitude. One of these factors is parental status. The socio-economic situation of parents not only impacts academic performance but also allows low-level children to compete successively in the same academic setting with their high socio-economic history(Rothestein, 2004). Education is a growth tool. It opens our minds, recognizes good and bad, lets us distinguish ourselves well from the awful world and utilizes the best of our ability to better an individual and also the community (Sabzwari, 2004). A rich literature source is available that highlights the impact of socio-economic status on academia. Suleman et al. (2012), found that when children display strong socioeconomic status, they demonstrated a high and satisfactory academic output in comparison with those with poor socioeconomic status.

Parent socio-economic status not only impacts academic achievement but helps young children with a low background to perform well in the same academic climate as their peers who have a high level of socioeconomic status (Rothestein, 2004). Education is

an instrument of creation. It opens our minds, recognizes good and bad, allows us to differentiate ourselves from a horrible world and uses our best ability to better an individual and the community (Sabzwari, 2004). A rich literature source highlights the impact of the socio-economic situation on academic performance such as Suleman et al., (2012) who found that high social-economic status in children is better in academia than children in low socioeconomic status and that their academic performance is poor and unsatisfactory.

2.15. Chapter Summary

This chapter discussed the related literature on the poverty trap for learners' education. Poverty plays a major role for learners from deprived homes to achieve their academic achievements. In South Africa, the bulk of rural learners is categorized as poor learners in deprived families. The chapter also discusses ecological perspectives as a theoretical context for examining the impact on the academic achievements of learners' backgrounds. The interventions outlined here hopefully will aim to boost the academic performance of learners from poor households. A detailed descriptive overview of the methods used in the data collection process will be provided in the following chapter (Three). It also describes the choice of methods for design and sample selection adopted by the researcher.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3. INTRODUCTION

In this chapter, the researcher explains the research methodology that will be employed by the researcher to obtain data from respondents on research questions regarding the impact of household poverty trap on the academic performance of rural secondary school learners in Nongoma Zululand District. The research design, field study delimitation, the acquisition of the research permits from the Department of Education, the collection of interview respondents (sample size and sample methods), the research instruments, namely questionnaires and focus group interview, questionnaire administration and interview schedule, and data processing are available in the field. There is also a description of the transcript data coding format and an overview of Tesch's data analysis. The participants in the study were 5 educators, 250 learners, 5 schools that had been selected deliberately in the rural region of Nongoma. For this purpose, the researcher needs to abide by ethical standards and refrain from infringing on the right of the participants during the study.

3.1. Research paradigm

This research would take a combined approach that is anchored towards post-modernity and which closes the distance between positivism and constructivism Creswell, (2014). This implies the realistic fusion of qualitative and quantitative approaches between post positivism and quantitative methods. The approach combines both methods, thus providing a better understanding of the problem and the questions of research than any other method alone. It's an advanced method or method that also enables extensive analysis and data collection. Besides, it involves the fusion, integration, linkage or incorporation of the two 'beaches' of quantitative and

qualitative research, so the researcher tried to adopt this approach, as it is best suited to this study.

The quantitative approach helps to achieve a certain and accurate understanding of a research problem aspect, while at the same time the qualitative approach seeks to provide a more thorough understanding of the problem. For this thesis, the analysis model discusses world views and how to perform the study (Bertram & Christiansen, 2014). The study focuses on the impact of the poverty trap in households on the academic performance of secondary school learners in the rural schools in the Nongoma district of Zululand; it is, therefore, an interpretative paradigm. The interpreter's model promotes ontological insights into human realities that can be exploited and created from their perspectives on the poverty trap and its implications. Lavery, (2013) agrees. Numerous views are rational within the interpretive framework. The research's main objective is to investigate ideas that govern human behaviour with social environments (Bertram & Christiansen, 2014).

3.2. The delimitation of the study

The delimitation describes the limits of the sample as those characteristics chosen by the researcher (Dusick, 2011). The study only explored the impact of poverty traps on the academic performance of learners in rural Nongoma high schools in the Zululand district. The study did not capture urban schools or schools in Nongoma, but captured inland schools or in the suburb, where learners perform poorly in rural areas because learners in urban schools were not affected. This creates an educational void for socially disadvantaged and non-disadvantaged learners (Leach & Williams, 2007; Barton, 2003; Ross, Smith, Slavin & Madden, 1997; Crooks, 1993). The distance is wide and irrepressible, the research was also restricted to four dependent variables: educational performance of learners, social and economic context and household and environment/growth/residence for learners.

Questionnaires are the main data instrument used in collecting data for this study. The study collected data from selected participants who were educators and grade 10-12

learners and focus group interviews, both from the commercial and scientific fields. The learners from grades 10 through 12 were selected to participate in the study as their household income is best known as the lesser grade students.

3.3. RATIONALE

In the previous chapter, the view of educators, learners and others on the impact of household poverty trap on learner's academic performance in rural high schools in Nongoma, Zululand District, on how their needs are being met, and on the essence and quality of their approach to poverty reduction has been thoroughly explored. The study focuses mainly on the impact of household poverty on the academic performance of learners in rural Nongoma schools in the Zululand district. To accomplish the above objective, a combination of both qualitative and quantitative approaches was used in this study to examine the impact of the poverty trap on learners' academic performance. For this study, multiple research studies were investigated into the poverty trap and the socio-economic status of less fortunate households and a theoretical basis for the ecological theory of Bronfenbrenner ecological theory was adopted for this study.

The theory advocates for the psycho-social impact of poverty on academic performance in learners and how learners can lead to better school performance and emphasize the difference in the performance of urban learners with a good financial context who have access to all the needs and services that facilitate learning compared with rural learners with many disadvantages. Therefore this chapter includes systematic steps in the research review. Detailed explanation and pilot attempt for this analysis were taken into account of the sample and test techniques employed. It explains the methodology and the adequacy of data collection, defines data collection methods, and explains ethical concerns and limitations. The architecture, approaches and techniques employed for gathering, analyzing and interpreting data are presented. The main aim of the study is to discuss the research questions of this study:

- ❖ To explore the impact of the household poverty trap in learners' performance within secondary schools
- ❖ To determine the relationship between household poverty and poor performance among secondary school learners
- ❖ To explore strategies to be used to improve the academic performance of learners and alleviate poverty that impedes learners from performing academically.

3.4 Target population and sampling procedure

The study population targets educators and secondary school learners at Nongoma CMC in district Zululand in selected rural secondary schools. The field study for this study has been adopted. Data from learners were collected during questionnaires, while focus groups were interviewed among the chosen educators that teach grades 10 to 12, in which learners were able to grasp the impact of poverty and how hard it is to fall under this category. These sampled schools were identified as population subsets considered to be included in the study (DeVos et al, 2011).

The purpose and the convenience strategies suggested by this study (Welman, Kruger & Mitchel (2005)), were preferred, as the researches allowed participants who had become available and were the target population and who had relevant information to attain the goals of the study, but simple random sampling was also used. This study took place in the district of Zululand KwaZulu-Natal, as the rural schools in Nongoma Circuit were narrowly restricted. The study targets 5 educators and 250 learners in 5 of the selected secondary schools in Nongoma CMC in the district of Zululand. For this study, a field study will be adopted.

Random sampling was used to select educators who teach the learners who have household disadvantages to face these challenges. Palys (2008), for a researcher to gain access to a specific subject, states that purposeful sampling techniques should be useful. Purposeful sampling helps researchers to start gathering data for a specific

purpose by including those who do not meet the objective and exclusion (Dolores and Tongco, 2007).

3.5. Research Tools

3.5.1. Research methodology and design

Methodology for assessing the importance and consistency of this study is necessary to understand. The methodology is a model used to perform a specific study and directs the research material, process and structure. Therefore, research methodology is the systemic framework used in research data and results. The design of research offers a basis for data collection and analysis for the study (Bryman, 2008). Determine the type of study research aims, rationale and type of data to be collected. There are various styles of research designs: longitudinal design, case design, cross-sectional or sample design, comparative designs and quasi-experimental designs (Robson, 2002).

In the descriptive and analytical framework, the researcher investigates the research questions. Questionnaires and interviews with focus groups were used for data collection; the participants produced empirical findings. The researcher, therefore, follows a mixed approach paradigm, both quantitative and qualitative in this analysis. To achieve a precise, exact understanding of a particular aspect or part of an already well define problem, the quantitative approach according to Grinell & Unrau (2005) is more successful. The qualitative approach is intended to solve problems that allow for more thorough research of a few peoples or focus groups, and both approaches would therefore be appropriate for the study.

3.5. RESEARCH DESIGN



FIG 5: Pragmatic diagram of research design

The research design is a plan according to Kumar (2014), in which you determine and communicate to others what style you are proposing to use, how you collect information from respondents, how you pick the respondents, how you interpret the information you collect and how you communicate your results. Every project requires a comprehensive research design that is carefully crafted to explore the problem of research (Bless & Smith, 2000). The researcher has specially selected the mixed method of triangulation that consists of a single step design that uses both quantitative and qualitative methods to explain the research issue within the same time frame. Such a design is concomitant but it requires separate quantitative and qualitative data collection and analysis to achieve performance (DeVos, Strydom, Fouche & Deplore, 2011).

This act allowed the investigator to have a profound understanding of the impact of the household poverty trap and how learners perform in rural schools. The researchers

chose this design in particular because the integrated use of both quantitative and qualitative methods offered a greater understanding of the research issue and the issues, rather than only using either of these methods (McMillan & Schumacher, 2006). The implementation of mixed methods also made it possible for the researcher to gain a deeper understanding of the idea of "poverty," its implications, existence, academic relationships and urgent needs to minimize or ease this issue in all our communities for better learning outcomes in all rural schools.

Summer (2006), supports qualitative research investigating the interpretations of participants in a relatively close context and promoting detailed knowledge. Berg (2001) confirms Summer's claims (2006), which indicate that qualitative study addresses questions and is strongly related to the welfare climate, and thus gathers and observes knowledge in these contexts as unquantifiable facts of real citizens. This enables researchers to exchange knowledge about the comprehension and experiences of others. Creswell (2007) advocates the idea of quantitative analysis to analyze and explain, through a collection of hypotheses, the importance or interpretation of individuals' social and human problems.

3.5.1. Benefits of Mixed Methodology

Using a mixed methodology may rely on several data sources (Creswell, 2009). Creswell (2009) defines the advantages of using a quantitative method as research offering a numerical overview of a population's "trends, attitudes, or opinions of a population by studying a sample of that population" On the contrary, Merriam (2009) clarified that qualitative investigation uses richly descriptive vocabulary to express, "How people make sense of their world and the experiences they have in the world" (p. 13). The qualitative test enabled the researcher to have a voice in today's literature that is scarce Alder, (2002). Quantitative methods have been used to produce objective data which minimizes the qualitative methods of deficiencies and bias or "subjectivities".

However, qualitative data allowed the researcher to interpret the data inductively based on concepts that quantitative data did not generate (Merriam, 2009). A realistic way to collect data was to use mixed approaches to react thoroughly to research issues. This collaboration approach allowed me the opportunity to use all available tools to look for different perspectives. Questionnaires and focus group interviews were used for data collection in this study. The first research objective was developed using only closed questions that identified the learner perspective on the impact of poverty upon academic performance vis-a-vis when comparing rural students with low socioeconomic backgrounds to urban affluence learners.

The questionnaire answered the three research objectives. The closed-ended question helped obtain factual details. In focus group interviews, respondents (educators) provided opportunities for expressing themselves openly, thereby providing a broader scope of and deeper knowledge. The second goal is to explore the link between household poverty and academic performance in connection with the support that those learners could obtain.

3.5.2. The choice of methodology

Methods as diverse approaches to the development of data that are used as inference and analysis in educational study (Cohen and Manion, 1994). Kothari (2004) supports this argument that the construction process starts with the identification of the investigation issue and follows the design closely. In a similar approach, Creswell (2009) deals with the data collection process to include the research boundary, the development of an interview guide for data collection by interviews, and a comprehensive study record of data. The data collection for this study began with questionnaire administration and interviews with both learners and educators respectively. This is because the researchers gave deep, full analytical knowledge about the research problem. These methods were used.

3.5.3. Triangulation

Triangulation is seen as an essential methodology in naturalist and quality approaches to evaluation to monitor the bias and to evaluate the necessary proportions because traditional scientific methods are incompatible with this alternative epistemology (Lincoln & Guba, 2010). This study showed that the triangulation of data helps the participants to help the researcher in the analysis and data collection issues. Multiple approaches, such as interviews and questionnaires, have been employed to make the study accurate, credible and diverse. Triangulation is then described as a validity technique in which researchers look for convergence between numerous and different information sources to shape themes or categories in a sample (Creswell & Miller, 2001). Due to the above reliability and validity of the qualitative researcher perspectives, that are, belief, intensity and consistency, to eradicate distortions and improve researchers' veracity by using triangulation in a proportion to such social phenomena (Denisen, 2012).

3.5.4. Interviews of focus group

For clarity's sake, it is important to indicate that the data collection through focus groups was done during the emergence of the COVID-19 pandemic, which compelled everyone to observe safe distance and hand sanitizing in 2020. Before approaching the participants, they were all asked to sanitize their hands and keep their masks on their faces which were provided by the principal researcher. Data for this research was developed through an interviewing method for a qualitative and focus group. Babbie (2004) says the quality interview is a discussion between the researcher and the respondents, in which the interviewer sets the general course of the conversation and preserves the details supplied by the respondent. According to Seidman (2006), the main aim of performing an interview is to create a context for the actions of people through their answers.

Le Grange (2000) has come up with three main forms of interviews: structured interviews, unstructured interviews and semi-structured ones. The focus group interview process for this study was built based on its versatility, which answers both open-ended and closed questions, which allows interviewers to examine more information about research issues. This interview process also helps to ensure good interactions. The interview approach also tends to make them feel relaxed and free to share their opinions in good experiences with the researcher. Berg (2007) confirms that interview guides are used to gather information about the issue. Berg (2007) confirms that the procedure is systemic but the interviewees can ingest, while the interviewer can also examine further to gain more details.

Interview data was accurately and correctly documented, as suggested by Jamshed (2014) for the recording of the entire interviewing process. According to Jamshed (2014), the recording of an interview helps the researcher to better capture the interview material and the verbal's and therefore equip the interviewer with a verbal transcript. The interviews were held in the educators' natural schools and they were happy and relaxed. Consultation has been performed with the principal sampled of the schools for the approval of the engaged educators who teach subjects requiring learners to acquire sufficient information and to facilitate their easy understanding. In the booked days after two or three school visits, interviews were conducted. This was solely to comply with the agreement that school events could not be interrupted.

As a result, the interviews gave a chance to get a clear understanding of educators' issues concerning the low results, absenteeism and learners in most rural schools. Before the scheduled dates for the interview, interview guides were given to every five educators in the focus group in an attempt to plan and make their answers comfortable during the interviews. The researchers have told them beforehand that the interviews are focus group in nature, enabling additional research questions to be asked.

3.5.5. Questionnaire format

It's almost always self-administered, Singh (2007), helps respondents to fill out the questionnaire themselves. All the researchers have to do is coordinate their selection and distribution. According to Pickard (1997), these questionnaires are the most simple to use, cost-effective and often the most plausible way to quantify non-serial constructions, including behaviours, beliefs and desires, motives and personalities, to be completed by respondents. They are very organized, mostly used to produce quantitative data from a broad sample to test questions and/or theories from the study. Nardi (2006) states to support this view that questionnaires are useful tools for the short-term survey of large samples of interviewees or other study methods at less cost. The questions were distributed in March 2020 and administered to school learners at selected schools. As described above the questionnaire was used by high-school learners selected for the study.

3.5.6. Reliability and Validity of Questionnaires

The validity and reliability of a report, the interpretation and the evaluation of the quality of the study are considerations that any qualitative researcher should be interested in (Pathon, 2012). The validity and reliability of the study relied on their truth value, their transfers and their accuracy. In this research, the scientist aimed to show that the truth of the data is reliable and that trustworthy results are presented. The triangulation, pilot trials, confirmation of the respondents and thick descriptions were therefore used in the study.

Credibility, dependability, confirmability, and transferability

Credibility

Triangulation and member checks help establish credibility and contribute to trustworthiness. Other factors include prolonged engagement with and persistent observations of research subjects. Triangulation asks the same research questions of

different study participants and collects data from different sources through different methods to answer the same questions (Glaser and Strauss, 1967). Member checks occur when researchers asks participants to review the data collected by interviewers and the researchers' interpretations of that data. Participants generally appreciate the member check process because it gives them a chance to verify their statements and fill in any gaps from earlier interviews. Trust is an important aspect of the member check process.

Transferability

Transferability generalizes study findings and attempts to apply them to other situations and contexts. Researchers cannot prove definitively that outcomes based on the interpretation of the data are transferable, but they can establish that it is likely (Dye, Schatz, Rosenberg and Coleman, 2000). Purposive sampling, a form of nonprobability sampling, is used to maximize specific data relative to the context in which it was collected. This differs from the aggregate information that would be the outcome in quantitative research. Purposive sampling considers the sample subjects' characteristics, which are directly related to the research questions.

Dependability

Many qualitative researchers believe that if credibility has been demonstrated, it is not necessary to also and separately demonstrate dependability. However, if a researcher permits parsing of the terms, then credibility seems more related to validity, and dependability seems more related to reliability. Sometimes data validity is assessed through the use of a data audit (Glaser and Strauss, 1967). A data audit can be conducted if the data set is both rich-thick so that an auditor can determine if the research situation applies to their circumstances. Without sufficient details and contextual information, this is not possible. Regardless, it is important to remember that the aim is not to generalize beyond the sample.

Confirmability

Qualitative research can be conducted to replicate earlier work, and when that is the goal, it is important for the data categories to be made internally consistent. Authors like Lincoln and Guba stated in their 1985 book "Naturalistic Inquiry" that researchers must devise rules that describe category properties and that can, ultimately, be used to justify the inclusion of each data bit that remains assigned to the category as well as to provide a basis for later tests of replicability (Lincoln and Guba, 1985). It's important for other researchers to be able to replicate the results to show that those results are a product of independent research methods and not of conscious or unconscious bias.

VALIDITY

Validity of the word indicates whether the item measures or what they can measure (Bell 2012) are defined. Validity also applies to the trust of data inferences. A definition, inference, clarification, interpretation or any other kind of account shall be right or credible Cresswell, (2010). It concerns measuring, probably some material, constructs or predictions, what you believe you want to calculate. Strategies for contract validity risks were applied in this analysis. Data collected from learners through questionnaires and that of educators via interviews with focus groups was analyzed and checked using various sources of information Concad & Serlin, (2012). According to Maxwell (2006), this approach helped remove the issue that the principal researcher has seen or heard.

RELIABILITY

Reliability in research refers to the extent to which the same method often provides similar findings of the same kind (Bell, 2012). Reliability is the extent to which the findings of the analysis are consistently correct with exact representations of the entire study population (Joppe, 2000). If the findings can be maintained by using the same technique and instruments many times, they are considered accurate. The consistent calculation of reliability in this study is therefore concerned. The two levels of qualitative research that Ritchie & Lewis, (2003) insist are accurate. Firstly, was a rigorous investigation planned that performed internal data quality and interpretation controls?

Second, by properly conducting the questionnaires, the reliability of the study was properly documented, the right participants were retrieved and focus group interviews transcribed into topics. Details of standardized procedures for administrative instruments have been clarified sufficiently. Instrument validity is the major strength of mixed research methods to assess the exact results of the analysis by the researcher, the research participants, and study readers (Miller, 2000). Jupp (2006) is reasonably persuaded that validity is linked to the idea of truth, and that reality can be tested, represented and clarified. Creswell and Miller (2000), maintain that triangulation and membership inspections, prolonged participation in this field, thick explanations etc. will ensure the validity of qualitative research.

Kelly (2006) describes triangulation as requiring data building from as many different sources as possible. Creswell & Miller (2000) share similar feelings and agree that triangulation is a technique of validity in which researchers seek convergence between multifarious and related knowledge sources to shape topics or categories in a sample. Gray (2004) added that triangulation could include multiple sources, procedures, methods and methods such as interviews, statements, questionnaires, records, etc.

3.7.6 The questionnaire as an instrument.

During school time, questionnaires were distributed in schools after it was developed that a self-administered questionnaire can be completed at a suitable time or place for learners in schools (Fink, 2003). This was also achieved after the competent authorities requested authorization. Questionnaires, especially in the field of inquiries, were used in quantitative knowledge behaviour. Many researchers (Snyman, Heyns, 2004; Heinström, 2005; Patitungkho and Deshpande 2005; Perrault, 2007; Williams, and Coles 2007; Nazim, 2008; Nwokedi and Adah, 2009) use questionnaires to explore the effect of personality on knowledge research activity on the web and to investigate the behaviour of learners using the questionnaires. As indicated above, data collected from

multiple sources are recorded, using various data collection techniques (the impact of household poverty trap on academic performance by learners at rural secondary schools in the districts of Zululand in the Nongoma area).

3.5.7. A Strong Questionnaire Characteristics

Salant and Dillman (1994) point out that when developing questionnaires, researchers should take into account the following factors:

- ❖ It takes time to develop a well-designed questionnaire, but in the end, it will be efficient, because it will give the desired data. - People are prepared to answer the questionnaires.
- ❖ Good questionnaires promote the response since the burden for the respondent tends to be reduced.
- ❖ The questionnaires also have three specific questions: Singh (2007) explains:
- ❖ Questions open-ended that have no pre-coded choices.
- ❖ Dichotomy matters which have two answers possible, like yes/no true/false or accept/disagree.
- ❖ Questions with several responses with several possible answers.

In the study, a questionnaire was created that included mainly multiple answers and likely answers. Moreover, there were a few dichotomous questions in the questionnaire and at the end, there was only one open question. Mainly since it seeks to generate quantitative results, the questionnaire is highly organized.

3.5.8. Benefits of the questionnaire

In the literature, there are drawbacks associated with questionnaires. In Bennett (2003), Bryman (2001) and Gray (2004), for example, the following are some of the disadvantages:

- ❖ - Questionnaires have low response rates associated;

- ❖ - It is difficult to probe interviewees because personal communication is lost when they simply fill in and the respondents cannot be able to ask questions with questionnaires where there is a lack of accuracy and there is a greater chance of missing details, as certain respondents do not answer all of the questions.
- ❖ Taking into account the above claims of the scientists, the researcher decided:
- ❖ Ensure that the questions are as straightforward and clear as possible, and conduct a pilot study. Describe the title and intent of studying on the front page and provide information about the surveys to inspire prospective learners to engage in the study.

3.5.9. Pre-testing

As explained, research instruments such as the human instrument (researcher), questionnaire, and schedules for interviews and focus group discussions were used to collect data. A pilot study was conducted in a neutral environment that is not part of the school sampled for the research to test the reliability and validity of the instrument and necessary correction was made before administering the instruments. Gorman and Clayton (2005) mention that a pilot study involves taking the draft research plan and applying it in a neutral location that will not be used in the actual fieldwork or collection of preliminary data in the actual location from which data are to be collected. Either way, the pilot study allowed the researcher to test several variables and to identify any initial problems before preparing the broad plan that will direct the entire research project.

The idea was not to get data *per se* but to learn about the research process, interview schedule and the researcher as the instrument. The variables being tested include data collection methods, the time frames of the investigation, and the researcher as the instrument. Pickard (2007) discusses the researcher as the instrument in ethnography research. The research being reported used a survey research method and not ethnography. However, this study interpreted the researcher's ability to interview

people, control group dynamics in focus groups and observe participants and generate factual data from questionnaires. Gorman and Clayton (2005) continue arguing that a pilot study could also be used to test the language and the content of the questions, as well as the length and approach of the interviews and focus groups. Moreover, a pilot study could test observation techniques such as the non-verbal responses of those being interviewed.

Furthermore, a human instrument might test the dress code, behaviour and appropriate manner of presentation, as well as how one relates to others, including matters of establishing rapport. Revisions were made accordingly from the pilot study so that the actual study was of better quality. For the pilot study, the researcher used some learners in an education program organized by the department. The questionnaire was tested to provide information about the sample of the participants while some educators for the focus group were interviewed in the pilot study.

3.6. DATA PROCESSING

Data analysis requires the process of data processing and modelling to define valuable knowledge that will lead to conclusions and facilitate decision-making Creswell, (2014). Data obtained from the questionnaires was evaluated quantitatively using descriptive frequency count statistics, simple percentages, tables and statistical representations that describe the results of the analysis. The program Statistical Pack for Social Sciences (SPSS) will be used for statistical analysis. The respondents' demographic data will be measured based on the frequency and basic percentage figures.

Language transcripts of the focus group interviews will include qualitative data analyses. The information obtained will be inductively evaluated for the identification of themes and trends. The researcher codes the focus group data and offers a clear interpretation and conceptual connection between the collected data, which also helps count important terms. The investigator used systematic and accurate coding and

complex analyzes to collect quality data. Each subject produces conclusions based on the results (Maree & Pietersen, 2010).

ETHICAL CONSIDERATION

This study centred on the impact of household poverty on secondary school learners' performance in the Nongoma area in the Zululand District. Similar research work has been carried out in other Universities and there have been several published articles on poverty and its effects on academic performance. University's Policy and Procedures on Research Ethics and its Policy Procedures on Managing and Preventing Acts of Plagiarism have been read and fully understood by the researcher. These have been discussed with my Supervisors and ethical issues that arise from carrying out this research will be dealt with accordingly. Berg (2007) asserts that social science researchers have an ethical implication to their study population and society at large.

The reason for this according to Berg (2007) is that social scientists delve into the social lives of other human beings. As the subjects of my research were human, ethical considerations, therefore, became important. In respect of my study, the main ethical issues addressed were informed consent, privacy and confidentiality, risks and discomforts, and the rights of participants to withdraw from the study. Before the interviews, the researcher assured the respondents of confidentiality and that the data collected would be used for research purposes only and where the respondents remained anonymous. The respondents were also given a form (Appendix A) to sign and fill in to ensure confidentiality, and opportunities were granted for respondents to withdraw if they wished to do so.

The interviews were tape-recorded, transcribed and coded. The coded data were then used to generate themes for analysis. The following procedures were earlier taken into consideration with regards to the current study:

- ❖ A letter seeking permission to conduct research was forwarded to the Head of Department for KwaZulu- Natal Department of Basic Education, which was granted.
- ❖ A letter was also forwarded to the directors of the districts under which the study falls, requesting permission to research schools within the specified districts.
- ❖ A letter was made available to principals of the targeted school seeking permission to conduct a research study with the Foundation education & Training phase and General Education and Training within the sampled schools.

INFORMED CONSENT

For both ethical and methodological reasons, McCauley (2006) argues that it needs clear and reliable information about research to enable individuals to take part in the research. The researcher must therefore follow a realistic approach and address appropriate and specific information with precise accuracy to prepare respondents thoroughly for their future study roles (McCauley, 2006). In other terms, written permission was given to perform this analysis at selected schools. Furthermore, the school leaders were permitted to research the schools. The University of Zululand also issued ethical clearance.

Each participant was given informed approval forms at the research sites before questionnaires and interviews were conducted. The participants were encouraged, if they were unsure, to explain their concerns and ask questions. The researcher told all participants that participation in research was voluntary and that they could withdraw at all times if they felt uncomfortable. The contents of the interviews were also told to the participants.

PRIVACY AND CONFIDENTIALITY

McCauley (2006) states that participants should be made aware of how their comments are handled as part of the achievement of informed consent. Participants should not share personal information with a researcher without being confident that their data would not be held in the wrong hands. McMillan and Schumacher (2010) also consider that print does not classify study sites and participants. Educators were referred to as Educator A, B, C, D, E in compliance with the privacy ethics and confidentiality of the study. Both participants were assured by the researcher: The security and protection of your identity and replies are secured. The only one who would access the data collected from it would be the researcher; That all data transcripts are saved and safeguarded by the university.

RISK AND DISCOMFORT

To become familiar with the questions and prevent situations that would have put educators in an awful or inconvenient role during interviews, educators and learners had to take a copy of interview questions and questionnaires on the first day of the school visit by the researcher. The researcher promised that no one would be injured either physically or mentally as a consequence of their involvement.

PARTICIPATION AND WITHDRAWAL

According to McCauley (2006), involvement and withdrawal mean that a person carries out his or her research voluntarily and thus a good research scientist is responsible for reminding participants that the research is voluntary and participants can withdraw at any time. The Researchers regularly told the participants at the Research Center, before and during the interview process, that the research was for academic purposes only. Therefore without negative repercussions from their colleagues or supervisors, they may opt to withdraw from the study at any time.

3.7. SUMMARY

This chapter offers a detailed overview of research design and methodology for learners in Nongoma secondary school in Zululand district in KwaZulu – Natal province in South Africa for studying the impact of household poverty. The discussion demonstrated how data have been built employing an interpretive paradigm for study questions. The sampling method and the reasoning for the sampling technique used were differentiated. Data building instruments and procedures have been clarified, validity and reliability problems have also been highlighted. The methods of data collection, ethical questions and constraints have been explained. In the next chapter, the investigator will present the results of the research from the collected data and relate them to the research issues.

CHAPTER FOUR

ANALYSIS, PRESENTATION, AND INTERPRETATION OF EMPIRICAL DATA

4.1 INTRODUCTION

The previous chapter focused on the research design. This chapter focuses on analyzing, presenting and interpreting the empirical data obtained from the respondents through the items in the questionnaires. The first step the researcher did was to provide an identification number for every response. The second step is the questionnaire scoring. Several points are assigned to each response to an item, such as agree, strongly agree and strongly disagree, disagree. The responses provided in the questionnaire were answers to the research objectives stated in chapter one. The research objectives are as follow: "To explore the impact of the household poverty trap in learners' academic performance within secondary schools in the rural area, To investigate the relationships between the household poverty and poor academic performance among secondary school learners.

To recommend strategies to improve learners' academic performance and suggest appropriate interventions to alleviate poverty that is responsible for poor learning outcomes. To contextualize answers to the research questions raised by the study as follows: "The impact of household poverty traps on the learner's academic performance at secondary schools is a brief interpretation in addition to the statistics summed up at the frequency distribution tables. The relationship between household poverty and poor academic performance of rural secondary school learners and the strategies for improving learners' academic performance and adequate poverty alleviation interventions that contribute to poor study results.

Before beginning the analysis, the questionnaires were counted. Kumar (2014) supports this as a way of validating the generality of the results and sample

representatively in the study. The questionnaire statements were used as the underlying information in each frequency distribution table for the statistical details. In Creswell (2014) the numerical data should be paired with a brief narrative in social science-related research to reveal symbols' meaning, consequences or implications in conjunction with critical studies. Thus for numerical data in each frequency distribution table, a brief description is given.

The target group samples are five (five) educators from five different schools who were selected purposely and 250 learners from five different schools were selected from 50 learners each including learners from both science and commerce streams. Data presentation used frequency distribution tables. The answers received are the frequency and percentage. A pre-examination review of the impact of household poverty trap on learner's academic performance in secondary school in the Nongoma region of the district of Zululand offered background information on the responses. The research applied the open code method of Tesch to make sense of the data collected. Theme and category recognition research.

Data analytics, presentation and discussion were conducted by descriptive data percentage analysis and frequency count in the form of detailed descriptions. The answers obtained from the focus group interview between the educators in the focus group interview were thematically explored during the discussion. Data codes and significant ideas have been systematically selected and arranged for thematic discussion in themes and categories, as specified in the table. The discussion took place according to the issues, themes and subtopics of the analysis. The topics and sub-themes were analyzed and assessed according to the ecological theory of Urie – Bronfenbrenner.

4.2 SECTION A

4.2.1. FOCUS GROUP INTERVIEW CODING

CODE	EXPLANATION
FGEB	FOCUS GROUP INTERVIEW EDUCATOR A
FGEB	FOCUS GROUP INTERVIEW EDUCATOR B
FGEC	FOCUS GROUP INTERVIEW EDUCATOR C
FGED	FOCUS GROUP INTERVIEW EDUCATOR D
FGEE	FOCUS GROUP INTERVIEW EDUCATOR E

FGEA –E Means Focus Group Interview Educator A-E

The social characteristics examined include the following variables, namely. Qualification of the educators, years of experience, grade taught, subject stream of the learners that participated in the study, and grade of the learners. The participants in the study are learners from grades 10- 12 and also from both the commercial and science stream. Those from the commercial stream were 75 and those from the science stream were 175. The educators that participated in the focus group interview were 5, these are educators that teach subjects that require learners to possess some basic necessity which learners from economically challenged homes were unable to access and they are regarded as FGEA, FGEB, FGEC, FGED, FGEE.

Demographic table of the respondent of focus group interview

CODE	QUALIFICATION	SUBJECT TAUGHT	GRADE
FGEA	Honour Degree Chemical Engineering Mathematics (Fet)	Mathematics	10 -12
FGEB	Bed ,Honours,PGCE	Physical Sciences	10-12
FGEC	B-Tech Acc(Hons)	Accounting, Economic Business Studies	10-12
FGED	B.A Dual Major	English Language (H)	10-12
FGEE	Bsc, PGCE	Life Sciences	10-12

Characteristics of the respondents in the focus group interview

4.3 SECTION B

The impact of household poverty trap on learner's academic performance in the secondary schools in Nongoma in the Zululand District of Kwazulu-Natal in South Africa. This section analyses the primary data collected employing the focus group interview and questionnaires of the respondents concerning the research questions. The section attempts to unpack the following critical questions and suggestions from the data produced. What is the impact of the household poverty trap on learners' academic performance within secondary schools in the rural area of Nongoma?

What are the relationships between the household poverty trap and poor academic performance among secondary schools learners in Nongoma rural schools? What are strategies to improve learners' academic performance and appropriate interventions to alleviate poverty that is responsible for poor academic performance?

4.4. Discussion of Findings From Focus Group Interview

The study received the different issues emanated from the responses of the educators in the focus group interview which is recorded verbatim thus;

4.4.1. How can you explain the poverty trap concerning learners' academic performance in rural secondary schools?

FGEA

“Lack of basics needs such as food at home has an impact on concentration in the classroom. Lack of resources such as textbooks, calculator negatively affects academic performance”.

The response of the FGEA coincides with Rouse, Brook -Gunn & McLanahan (2003) and Amatea & West –Olatunji (2007) who opined that poor academic performance was more likely an outcome of economically disadvantaged learners. The scholars emphasized that such learners were more likely to retain a class while many eventually drop out of school.

FGEB

“Poverty leads to poor physical health, motor skills and it diminishes a learner concentration on studies, it reduces attentiveness, curiosity and motivation”.

The response from the FGEB coincide with Burns, Phillips, Wagner, Barth, Kolko, Camphell & Landsverk (2004) which affirmed that over 50% of learners living in poverty have expected mental health needs, however only 16% actually ever received the help in which they have been referred. The stressors of abuse, violence and neglect caused

by poverty can lead to mental and emotional damages which contribute to poor academic performance (Burns et al., 2004)

FGEC

“Poverty is the scarcity of human basic needs in each household. It hinders learners from performing at their highest level, whenever they need something to do their school work and they are unable to get it because their parent cannot afford”.

FGED

“There is a strong link between learners’ school achievement and the socioeconomically status of their household and community, if a learner comes from a poor home, they find it impossible to concentrate on schoolwork if they are hungry”.

In conjunction with Neuman (2013), the responses of both educators emphasized the increasing difference in learners from different backgrounds of life. Surveys found that poor economic learners appear to be less competent in standardized tests as well as learners living in poverty (Duncan et al, 2013). Responses indicated that any poor household learner has a chance to perform poorly at the end of the session, and ultimately poor results.

FGEE

“Almost all the learners in this school come from a poor household, 80% of them depend on the school feeding scheme because they come to school with an empty stomach and their home is far away from the school. Based on this answer, hungry learners cannot focus on the lesson, because his mind lies far from any conversation in the classroom”.

FGEE

“This response from the educator is also consistent with others. Poverty is hindering rural secondary school learners because they do not have access to the necessary need for learning because of their poor history”.

Appel & Kronbeger, (2012), indicates that prejudices can also play an important part in the achievement of school learners. These researchers further stressed that the threat of stereotypes is a factor that hinders a person or group from performing at its highest level. Rural schools are viewed by the community, parenting, and lack of appropriate resources in the school environment or the physical outlook of learners as being less intelligent. If the learning environment includes these false theories and partial altitudes, learners will be poorly performed, either intentionally or not.

4.4.2. What do you think is responsible for the poor performance of learners that come from the disadvantaged group or homes ?

FGEA

“Absenteeism from school as learners try to make a living through piecemeal, walking long distance because lateness and missing of some lesson and total abscond from school due to tiredness”.

FGEB

“Poor nutrition and feeding habits, hyperactivity disorder, attention deficit, emotional distress, post-traumatic stress, permissive home atmosphere, the problem at home and hem hem hem responsibilities at home”.

FGEC

“I think it is the need of essentials like enough healthy food, new school uniform, prescribed books and personal things which is difficult to access due to poverty”.

FGED

“They normally involve themselves in criminal elements, gang, violence and prostitution which affect their school work. Also services such as libraries, photocopying facilities may not be available in most schools they attended”.

FGEE

“Education these days is not only the prerogative of the school but needs the participation of parents. Now some learners are disadvantages in that because they lost their parents”.

The respondent view regards the factors responsible for the low academic performance of learners from less privileged home pointed at financial capability. Some educators in the interview highlight that hunger is one of the major challenges that a learner from the poor home face that dis-enables them from achieving academically. Many of the learners come to school in a vacuum, and this contributes to a lack of focus. Pollit & Brown, (2006) Miller & Corenman, (2004) indicated that childhood underfeeding is a barrier to mental development which only causes permanent, structural brain damage. The main obstacle to human well-being is also reiterated by Ecker& Nene (2012) that a psychologically not healthy learner certainly results in bad academic outcomes.

The educator’s answers also agree with Mwamwenda (2010) that if a learner has access to all the necessary classroom tools he would feel more secure and confident in performing better in the school examination. Also, Chen (2009) and Chireshe (2010) support this restriction of financial resources to limit the academic performance of learners, it has been reported that when learners have not achieved basic needs or

have grown up in a poverty household, the brain is not completely able to develop and thus prevent the mental and cognitive alertness required to excellence in the classroom. The household poverty trap creates a divide and inequality between poor home learners when comparing with rich households.

4.4.3. There is a high level of dropout of learners in high school, what do you think is the main cause of this?

FGEC

“Early pregnancy and indulgence in the abuse of drugs cause a high level of drop out”.

FGEE

“Socio-economics factors such as extreme poverty, when they do not receive recognition, stimulation, medical factors such as visual and hearing impairment due to poor living standard from the birth”.

FGEA

“Early pregnancy and poverty, most teenagers fall to old married men due to struggle of survival. They are used and promised a better life, but when they are pregnant, they are abandoned to fend off for themselves with babies, and Boys also leave school to look for a peaceful job to help their parents”.

FGEB

“Long walking distance to school, some learners completed education to the level they desire despite poverty, some regards education as useless since they can see many illiterate that can make it in life without education, illness disability due to poverty, poverty resulting in no money to meet up with some

basic needs in schools, poor academic performance, too many family responsibilities, and early pregnancy”.

FGED

“Pregnancy, use of drugs and alcohol, child labour, being a breadwinner in a child-headed family”.

Owing to the weak financial history of rural learners, their educational achievement is still poor relative to their peers in urban schools, according to interviewees' findings. The answer from FGEA was told by the fact that boys often quit schools to pursue piece work to support their parents. This increases the gap between the skill needs of the economy and the availability of skills that finally restrict growth and development in the economy, low productivity, thus raising the dependence rate that leads to increased poverty in the economy. The poverty pipe leads to stress/depression. The low self-esteem of learners is caused by poverty.

Learners may also feel insecure in their classroom, as FGEE claimed in their response, that learners may feel pressured to push the family. There are essential needs to be fulfilled before these criteria can be tackled at the top level, including food, shelter and water requirements. Kenrick, (2010) says that the body seeks homeostasis, a balance of variables, namely water blood, salt, sugar protein, calcium's and oxygen, steady hydrogen levels, and stable blood temperatures. This is accomplished by food, drink, refuge, fresh air, and a steady temperature. If all these needs are not fulfilled, physiological needs are given top priority. Given the above, physiological requirements such as food, water and sleep are dominant and are fundamental for instigating poor students.

If this is not done, anything that goes back (Kenrick, Griskevicius, Neuberg & Schallers, 2010). Both human abilities such as intellectuality, memories and dreams work to seek the psychotic as well as physiological comfort, which means that learners from poor

background have difficulties in their self-actualization due to their hunger (see Ganga &Chinyoka, 2012; Ecker & Nene, 2012; Nabarro, et al 2012; Fanzo, 2012).

4.4.4. Based on your experience as an educator, in which group of learners does absenteeism persist most?

FGEB

“Most learners from a low social -economics background, females learners from poverty home who cannot afford to buy sanitary pad may always decide to stay at home, cough cough cough, and em em em learners who cannot afford jersey and winter clothes during the winter”.

FGEC

“Orphaned learners and learners from broken up families are most affected very much by absenteeism”.

FGEA

“The poor learners, they miss out on school more often, giving the reason that they didn’t have enough money for transport or they don’t have transport at all, they work long distance to school”.

FGED

“The poor learners from economically disadvantage home, they seem to miss out on school a lot, giving reasons that they didn’t have enough money for transport or that they were too depressed or hungry to come to school”.

FGEE

“Absenteeism persists most in the less disadvantaged home, learners are forced to do piece jobs so they can meet the basic needs of their family”.

The FGEA, FGED and FGEE response is consistent with Zhang's (2003) research on school absenteeism and poverty. The conditions beyond their capacity are more prevalent in poverty among learners from poor financial backgrounds. The study's response is more positive, so the researcher may say that poverty has a detrimental impact on the performance of rural secondary learners due to absenteeism. Cuthrel et al (2010), has also said that truancy and dropouts are frequent among learners who are in a poor household. The lack of the servers of funding is an obstacle to a learner's academic success and this is one of the key effects of poverty on learners' academic performance.

According to the findings of the UNICEF (2011) report, the learners cannot attend school every day when a learner is financially disadvantageous. Okioga (2013) notes that the functional and material constraints on the learners from a poor home appear to restrict their academic performance because they cannot focus on class activities due to a lack of basic needs, including the fare to school, compared with their peers from a rich background.

4.4.5. Did you agree with the assumption that there is a disparity between learners in urban areas and learners in a rural community? Motivate your answer.

FGEA

“Yes. There is a big disparity between urban and rural learners because of the lack of conducive infrastructure in rural secondary schools. Also, the distance travelled by rural learners to school is of concern”.

FGEB

“Yes. In urban areas, they may have very good resources such as electronics, good roads, good health care, and school facilities which might not be the same as in the rural area”.

FGEC

“Yes. Learners in urban areas are smart because they are exposed to a lot of advanced technology that boosts their learning compared to those in rural areas”.

FGED

“Yes, the disparity is huge and is caused by learning environment and exposure, infrastructure and many other facilities that motivate learning and assimilation, urban learners have better access exposure and infrastructure compared to their rural counterparts”.

FGEE

“Yes, rural communities lack resources such as libraries and access technology that can motivate their learning”.

The educators interviewed reported that the difference in the gap of achievement of learners from various aspects of life is increasing (Neuma, 2005). Rural households living in poverty appear to attain exceedingly low academic achievements, as schooling is likely to be of low quality. (United Nations Group, 2011). SACMEQ survey also indicates that two scenarios with two education systems operating in South Africa have two scenarios. One well-resourced and performing education system serves primarily urban learners and the other a poor system, which serves rural learners from poor backgrounds (Spaull, 2011).

Studies from the National Center for Education Statistic (NCES),(2002), are also consistent with educator answers to the suggestion that learners who are under-

economic appear to achieve a lower level of skills on standardized tests, as well as learners who live in poverty (Duncan, Kalil & Ziol- Guest 2013). Therefore, the economic situation of the family is a determinant of the academic accomplishments of learners.

4.4.6. How can you explain the impact of the household poverty trap on the learner's performance?

The following are the responses from the participants:

FGEE

“Household poverty negatively affects learning abilities, result in low self - esteem and reduce confidence. Once a household is poor, the negative impact on the learner’s performance is obvious. This learner has a high risk of performing poorly”.

FGEA

“The impact of poverty is great because fewer learners defeat poverty and rise above it. Household poverty causes the children from impoverished homes to be discouraged and give up on their school work which leads to poor performance and end up in criminality behaviour”.

FGEB

“Poor nutrition affects learner’s concentration since food is scarce in poor family’s homes, poverty also entails a lack of resources for learners for example calculator. In some rural poor communities, learners may be asked to assist basic household chores such as taking care of cattle while

others are in school. This may invariably have a very bad influence on their academic performance”.

FGED

“Household poverty impacts the learners negatively because learners like to compare with others and if they find out that they fall short of necessity, they get demotivated and discouraged. On the other hand, household poverty can either motivate the learner to perform better with intention of uplifting his family but this depends on the learner personality”.

FGEC

“They have no time to do homework and study as they will be busy with peace-meal. It reduces the performance of learners in school, learners are often faced with many challenges at home and the pressure from school often make them fail”.

Following the responses of the interviewed educators, it can be inferred that inadequate nutrition induces multiple types of learning instability due to its negative effects. This finding is in line with Mwangi's work (2010) and Uleanya, Iwaloye & Gamede (2019) in their study of the effect of poverty trap on academic performance of rural school learners, which shows that health issues and poor nutritional deficiencies are forms in which poverty has an impact on learners. Donald, (2010) opine that poverty-relieving learners appear to leave school more frequently as a result of various illnesses and other associated poverty syndromes that limit their performance in school. The above is related to the FGEB response when he said:

“nutrition affects the levels of performance of the learner, as in a poverty household food is often scarce and thus a hungry learner cannot be concentrated in a classroom leads to poor academic achievement”.

It kills the learners' excellent potential; it also contributes to the stagnation and destruction of the future. Poverty physically, emotionally, and destructively harms learners and mutilate them. Poverty decreases skills and good jobs because of a lack of education (Mbeki, 2004). Poverty also has consequences for physical well-being and brain development. Evans & Schamberg (2009) confirmed that the negative impact of poverty on growth, including poor development and poor respect and decreased self-efficiency, is detrimental. The result also confirms Levine's (2010) argument that poorer learners are highly at risk of crime, including drug abuse, early pregnancy, HIV/AIDS victims, and criminal conduct that impedes good academic performance.

4.4.7. To what extent is the household poverty prevalence in secondary schools, especially in rural areas?

FGEA:

“Due to lack of job opportunity, most people in rural areas depend on government grants and learners from this group are not as well-resourced as their counterpart in urban area”.

FGEB

“Household poverty is more prevalent in rural secondary schools to the extent that the pass rate has become a national concern”.

GEC

“Is it a very high case, most people in a rural community cannot even afford to pay for transport to school, therefore walk over several kilometres before they arrive in school? This serves as a predicament to most learners in the

rural area or learner from disadvantaged household to continue with their study”.

FGED

“It is high because most learners both boys and girls drop out before they could finish matric to look for a job or other means of survival for the family. The poverty trap is high in secondary schools because of the mockery among the learners”.

FGEE

“It is too much in the rural areas and has resulted in school dropout. Poverty has become part of their nature now in mostly rural communities and most learners are so used to it because they see it as part of their life. Some of the female learners even involved in prostitution to earn a living and support the family”.

Following the study by Bennett (2008), in terms of the FGEB, poverty allows learners to grow low self-esteem, emphasizes that poverty causes learners to become physically mentally and socially unable because of their household's weak financial conditions, causes high levels of inferiority and shapes their future. In response to this situation, the FGED and the FGEE also claimed that poorness increases the involvement of learners in prostitution that may lead to early pregnancy. They also expressed that if a learner is from the house of poverty, they may experience ridicule among their peers.

It makes them unsure and converted into a low self-appreciation, decreases their effectiveness and generates a significant disparity between peers in terms of learning efficiency. Levine, (2009) also said that learners raised in poverty have a propensity of high risk for maltreatment, physical and sexual abuse, emotional trauma, and developmental health issues which limit them from doing well academically.

4.4.8. How do you think learners in these categories can be assisted to overcome all these challenges of the poverty trap?

FGEE

“Provision of bursaries, financial support and technical support by the Government and all stakeholder. Counselling of affected learners and moral guidance”.

FGED

“Learners need to be educated about entrepreneurship, how to handle the situation of overcoming poverty and develop saving skill”.

FGEC

“These learners can be assisted by teaching them to study technique, improving their reading abilities as well as keeping their experience, background and expectation in mind”.

FGEB

“Government should have specific programmes targeting the affected categories and dealing with the case comprehensively. An educator must develop an interest in these categories of learners and offer different assistants to motivate them to study”.

FGEA

“Sustainable feeding schemes in school must be encouraged, the building of resources centre such as libraries in the rural school and also making the internet more available such as installing wifi in schools”.

Fook and Sidhu (2015) is accepted the responsibility of the educators interviewed in the focus group. The study indicates that efforts by educators can have a profound difference in producing a positive education experience for poor learners so that educators are called to be mindful of their learner life; they must be prepared for the subtle, often misunderstanding manifestations of poverty between learners through awareness. Uleanya and Gamede, (2018) felt that the educator should also foster important ties by interest in every learner. It also cautions against a strong family bond that characterizes poor families and the need to send them to school.

4.4.9. What are the challenges facing as an educator in teaching learners that fall in this group?

The responses:

FGEA

“I faced a lot of challenges regards these set of learners, they do not complete tasks on time due to absenteeism, and homework/research work is not done due to lack of resources to do it and 80% of learners from this poverty household lack discipline because of drug addiction and some related crime activities”.

FGEB

“I discover that most learners with poor social-economic background dislike schools. For them, school is just humiliation and failure after others, and most of the curriculum seems irrelevant to their lives, past, present and future. They often need more attention or extra support in all aspects which brings more responsibility to us as an educator”.

FGEC

“The challenge that I most face with these learners is that they lose focus and they always absent from school and some of them become bullies or victims of bullies”.

FGED

“This learner doesn’t cooperate, they lose interest in school, do not do homework, high absenteeism”.

FGEE

“Educators are greatly affected they are not getting the necessary support they need would need when facing challenges from these learners”.

The educators interviewed indicated that they all fought with these categories of poor household learners, FGEA said that the majority of poor householder students have emotional problems that make them bipolar, hindering learning and leading to poor performance. FGEB and FGEC confirmed that they always sleep in the courses of the lesson with an empty stomach. These students do not submit their homework and classroom tasks and admit they have no motivation and discomfort in school. These educators' findings correlate with O'neil, Rogers and Maslow's studies which show that learners of poor backgrounds are willing to update themselves in line with the proposals of Rogers and Maslow to their self-esteem self-conceptions and academic performance as reported by O'neil (2011).

Chinyoka & Ganga, (2011) also claimed that after working long distances to school, learners are mentally drained and mentally tired. Ben Chendo, et al (2012) concluded that learners were overwhelmed with household activities and informal labour, so they had little time to study, contributing to low academic success.

4.5. ADDITIONAL COMMENTS FROM EDUCATORS ON FOCUS GROUP

FGED:

Poverty is an injustice for everyone in each society, all of us must make sure there is justice for all in the battle against poverty, beginning with the struggle to ensure people send their children to school. The government must also adjust its view on the learner's academic performance, which must concentrate more on learners than on educators who discipline learners who have bad performance.

FGEB:

The government does not prioritize poverty alleviation and is not making every attempt to minimize poverty because it does not realize its broader consequences. In another attempt, the Government have lost several resources. The good government is going to crack the pit of poverty. This will lead to jobs that will raise GDP. The living standard will increase, the rate of dependency will decrease and efficiency will improve by and wide.

FGEA:

The poverty trap is a grave situation, so the government should take serious action. Counsellors and motivators like celebrities and politicians can visit disadvantaged communities regularly and discuss certain groups of learners.

FGIE5:

The poverty trap is awful because it puts learners who deal with it under a lot of emotional problems. After all, they think they will never achieve in life, so government action to reduce poverty in our communities is important.

FGEA:

The poverty trap is a grave situation, so the government should take serious action. Counsellors and motivators like celebrities and politicians can visit disadvantaged communities regularly and discuss certain groups of learners.

4.6. COMMON ISSUES THAT EMERGE FROM THE FINDINGS

- ❖ Psychological distress, pre-marital sex, prostitution and drugs.
- ❖ Malnutrition and health problems
- ❖ Financial resource constraints lead to a lack of basic learning resources and other challenges.
- ❖ Low self-esteem and inferiority complex.
- ❖ Poor social-emotional moral personality cognitive and psycho-social adjustment
- ❖ Delinquent behaviour
- ❖ Stereotyping and stigmatization.
- ❖ Absenteeism and school dropout.
- ❖ Low productivity and shortage of skills needed in the economy.
- ❖ Lack of discipline and criminality behaviour

4.7. Themes from the focus group interview.

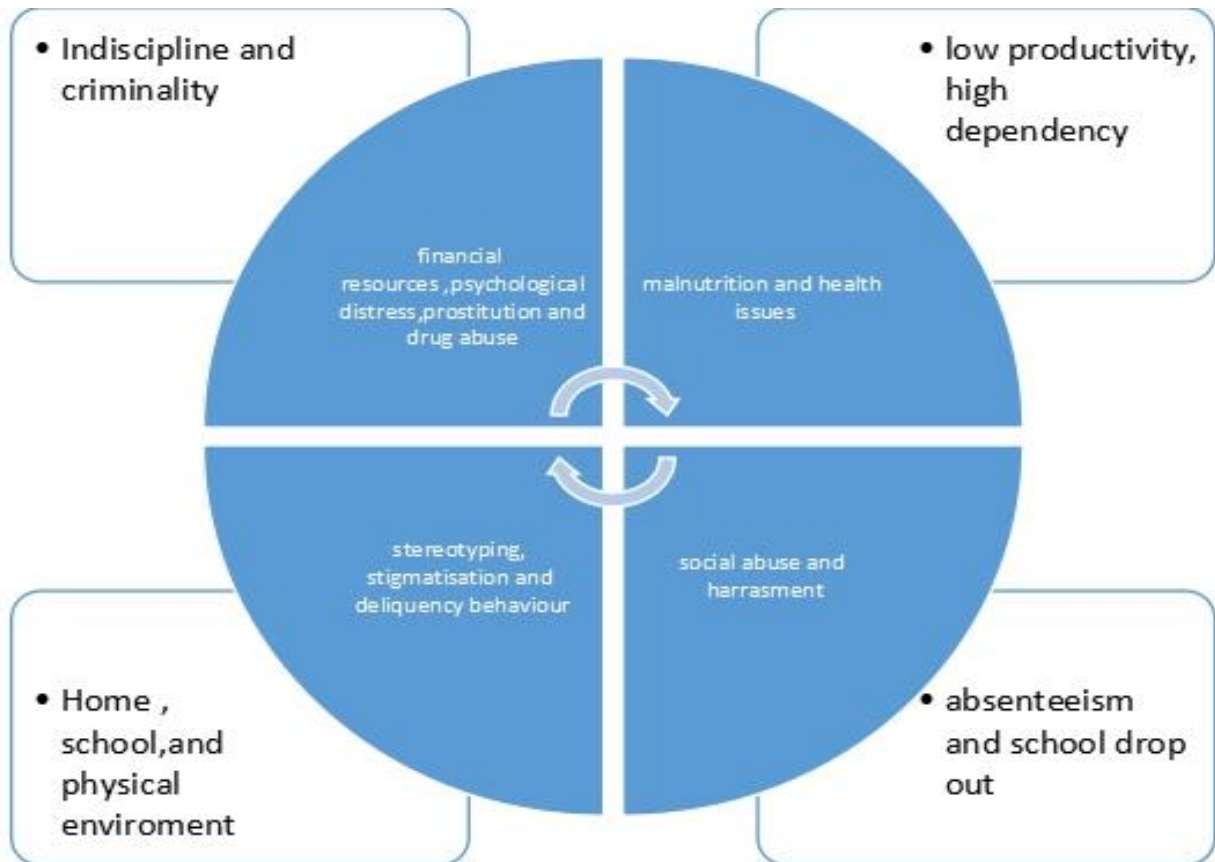


FIG 6: illustrating themes from focus group



FIG 6: Impact of poverty trap on learners

4.8. FINANCIAL MATERIAL RESOURCES CONSTRAINT

The study found that despite free government education, the financial costs of schooling are often high. Some parents find it hard to provide some basic resources to help learners to excel and take full part in classwork. Some of the responses from focus groups revealed that not just basic resources but also other indirect costs, including the costs of food, transport and baggage school uniforms and several other school activities such as excursions and city centres, were part of high financial costs. These findings are confirmed and clarified in the literature. A UNICEF study (2011) has demonstrated the absence of many schools with textbooks and academic provisions.

Based on the arguments above, it can be accepted that many educators can't improve the quality of school teaching and learning which prevents learners from clearly understanding the concept without good textbooks or other basic learning resources.

Studies show that more resources often seem to have a positive impact compared to other teachers (Evan 2004). International non-governmental organizations, for the sake of improving the situations in schools for all learners, have played a major role in building libraries and school blocks in rural areas, but they cannot help every school due to financial constraints. Findings in this study also revealed that only one school has a school library in five schools studied because of financial and resource challenges, but many of them cannot afford to transport the costs due to the distance that the learners need to walk after school. Bronfenbrenner contends that a child establishes relationships within a compulsory framework influenced by various levels of the environment following the ecological viewpoint.

Urie Bronfenbrenner (2006, 2008) says it's important that the many interactive socio-economic, cultural and community-level factors that affect the development process and the academic performance of learners alone and in combination are understood. The researcher concluded that poor households do not have much content and money, results from the interview with focus groups showed that learners who have little resources appear not to do so well academically and therefore impact their social and emotional functioning. This is consistent with Bergeson's (2006) finding, which claimed that poor learners face practical and material difficulties with their social involvement in education. The findings also show that some learners have dropped out of school, especially where their parents have failed to meet their needs for supplies, such as school charging, shoes and uniforms. They also saw little respect, looked down and so shunned the school.

In Africa, various self-concept and academic studies were performed. Mwamwenda (2010) concluded that a learner who feels more secure and self-confident will do better while taking school exams. In addition to keeping the uniform clean, the families'

meagre earnings often had an extra weekly financial burden. Measured against Maslow's Hierarchy of Needs (as cited in Santrock), 2009, it can be argued that a challenge to learners' holistic development would pose a risk to depriving them of psychological needs including food, shelter, clothing, water and other basic needs. This confirms the findings made by Chen (2009) and Chireshe, et al (2010), who argue that the brain is not at full speed if a learner does not get basic needs at the right time, and is thus intellectually lagging. This puts a lot of pressure on poor learners to maintain their peers.

The scholars describe problems such as appearance maintenance (such as having presentable and clean clothes and uniforms, shoe school bags pocket money and instances of shame mockery associated with poverty). It has been shown to affect their academic achievement and drop-out levels negatively. The findings of this study show that learners in rural schools who were included in the study are not supported by their parents psychologically, psychosocially, and materially. It is important to remember that without fulfilling all other basic needs of learners (Maslow as quoted in O'Neil, 2011) Maslow continues to suggest that learners who typically come to school without fundamental necessities are faced with behavioural social-emotional, spiritual, and cognitive problems. They work to fulfil their psychological and physiological needs in their human abilities, such as intellect, memory and development.

There has been an error (Maslow, in Kenrick, 2010), measured against Rogers, deprived learners are bound to grow low-standard self-esteem, conditionally optimistic consideration, vulnerability and an inferiority complex. The ecological theory of Urie Bronfenbrenner is also based on the conviction that when a part of the body damages, however tiny and insignificant, the entire body will be distorted and the damaged part will be healed. There has been an error (Bee & Boyd, 2007). The above analysis indicates that poverty causes substantial educational disadvantages for learners in rural areas.

4.8. LACK OF NUTRITION, ADEQUATE FOOD AND HEALTH ISSUES

4.8.1. Lack of nutrition and adequate food.

Some of the educators who participated in the focus group interviews have found out that nutritional lack causes several issues, many of them chronic. Some educators pointed out that some learners went to school without breakfast and the learners disengaged from classrooms as a statement that a “hungry man is an angry man”. Pollit & Brown (2006), Millan & Korenamn (2004) research findings have suggested that childhood under-feeding is thought to impede mental growth only by causing irreversible structural harm to the brain. Malnutrition remains one of the major challenges to developing countries' human well-being and economic growth (Ecker & Nene 2012; Stevens et al, 2012). The most relevant study from saved kids says that adults who are malnourished as young people earn 20% less than those who were not academically (Save the Children, 2012). On this basis, under-nutrition continues to limit the long-term growth of learners' intellectuals.

Poverty and inadequate nutrition need not be so severe in affecting the growth of learners (Pollit and Brown, 2006, Stevens et al 2012; Nabarro, et al 2012). Malnutrition can cause disease, damage to the brain, delayed physical growth and delayed motor skills development. Children and young adults received from Guatemala in a project carried out in 2008 by the Institutes of Central America and Panama (Ferguson, Munoz, & Medrano, 2012). Early dieting and poverty impacts on their later academic performance have been examined with dietary supplements at infancy. A battery of cognitive tests was given to them. Many who have taken a highly nutritious supplement called “atole” on several studies routinely performed well. However, “Fresco's” output differed from that of a less nutritive supplement to poverty.

Research from the Food Agriculture Organization, the FAO and WHO has also shown that even the minor type of food insecurity can affect the development of young learners and the potential for learning (Chilton, et al, 2007; Ignowski, 2012). An analysis of adolescents who did not take breakfast regularly or suffer from inadequate

nutrition in Kenya showed that they were usually lethargic and ceased contact, thus severely decreasing their educational capacity (UNESCO, 2011; United Nations, 2012). Accordingly, a good way to hide the higher motives and to have a false vision of the human potential and existence was to make the organization's starving and hungry serious, chronic," according to(Tay & Diener's Motivation Theory, 2011). It means a child from a poor household is having hunger problems updating himself. Hunger is a shortage of basic food needs, and Maslow made it very necessary for the learners to become inspired.

Santrock (2009) and O'neil (2011) have shown that higher motivation can be reached only when basic needs are met. It can be argued that the absence of physiological needs indicates the inherent needs of the learner to succeed in their school work and avoid their progress overall. This has largely influenced the academic outcomes of the learners in this report. Good nutrition is important to the physically, cognitively and economically realization of individuals. It provides the basis for personal and family welfare and the creation of human capital as a key to the economic and social growth of today's and more importantly, future generations. There has been an error (Rusinga & Moyo, 2012; Benson; Hoddinott et al 2012; Sun, 2012). Malnutrition decreases the performance of the learners in schools, raises the risk of injury, mobility and death. Thus helps spread poorness and disease between generations (Ecker & Nene 2012: Ecker & Breisniger 2012; Nabarro, 2012)

The educators interviewed claimed that approximately 92% of the poor household learners came to the school with empty bellies and could not focus on starvation. The hungry learner will think instead of paying attention to the educator about what to do to fulfil the fundamental needs. The IRIM study (2012) shows that malnutrition and poor health lead greatly to low retention and poor secondary school results. Study participants found that food insecurity and malnutrition influence the success and achievement of the learners in schools directly. It was found in rural and urban schools. An assertion that can be more easily supported is the fact that hungry learners are more likely than their peers who receive enough food, to have a low focus, poor

listening time and difficulties receiving and processing information. This can impact the willingness of learners to play in the classroom. Therefore a daily diet of breakfast, lunch and dinner results in beneficial outcomes for the educators interviewed for learner's learning achievements.

The change at school, like all schools examined, is positively correlated with healthy nutrition and food safety. Maslow claimed that the need for higher expectations can be fulfilled only if the criteria of the smaller order have been first met and therefore a hungry individual would not be motivated until his hunger is satisfied. Rathus (2006) observed that all hierarchical needs are inherent to men, but the higher needs are weaker in the hierarchy. They are only guided when all previous needs have been met." The result is that a person can only be driven by a desire to belong, a need for esteem, if he or she has enough to eat and if his or her physical protection is guaranteed. The study will conclude the inextricable relation between the lack of nutrition and a multitude of health problems.

Assessing the diet and health status of students living in poverty autonomously contributes to the psychological problem of a learner (Bee & Boyd, 2007; Ignowski 2012). Despite high levels of commitments concerning the Millennium Development Goals (MDGs) and other programs, most developing countries are unlikely to achieve their nutritional targets, although nutritional output across countries varies greatly (Stevens, et al 2012).

4.8.2. Health Challenges Caused by poor nutrition

The findings of the interviews with the educators in the focus group showed a rise in the incidence of asthma, respiratory illness, headaches, tuberculosis, impaired vision, petals, wet coughs, coughs, diarrhoea, ear infections and hearing loss among poor households who have suffered from malnutrition. This researcher found that a multitude of such diseases impacts the capacity of learners to benefit from education and work later in their lives mentally, socially and cost-effectively. The underfeeding of childhood was thought to hamper mental growth only by causing irreversible structural

damages to the brain according to Shrestha & Pathak (2012), Brauw, Meenakshi & Gilligan (2012). Some research in Latin America, Africa, and the United States have indicated that children with a history of malnutrition have achieved less than children with a comparable social and economic standing who have earned proper food for themselves on intelligence tests (Fanzo, 2012).

Protein-energy malnutrition, iron deficiency, anaemia, and vitamin A deficiency – these factors of poverty reduce disease resistance in general. Malnutrition can cause disease, brain damage, physical growth retardation, delayed growth, motor abilities and academic growth delayed. In this study it has also been observed that learners in poor households were slow down, namely their age and growth was low. The findings from the educators interviewed indicate that learners develop steadily when they are undernourished. This supports the results made by Ignowski (2012) Donald et al. (2012), which suggested that children living in poverty are more likely than learners who are not poor to be at risk to health and safety related to malnutrition, illness, infection and injury. Many of these risks of health and safety contribute to physical, cognitive and sensory disorders and learning difficulties (Donald et al 2010).

Through the creation of sense and brain bodies, learners increase their concentration levels and their capacity to perform complex intellectual work. The academic output of learners depends on poverty-related diseases. Learners tend to struggle because of bad illnesses and others do not focus on their academic success in class. The academic output of learners depends on poverty-related diseases. The lesson of learners appears to be incomplete due to poor disease. Poverty affects cognitive learners and educational outcomes (Mwangi, 2010; Shonkoff & Phillips, 2000).

4.8.3. Health Issues and Diet Deficits.

To intensify the misery of the learners, researchers have found that they must obey long queues at the State hospital, to purchase medication or to pay medical bills for

their children. The educator found that some of the learners attended a school because of different diseases that adversely affected their academic performance. In the interview, an educator found out that a healthy child is positive. However, because of a bad diet, many learners do not have a balanced state. Health soon becomes a privilege that can only be accessed if they can afford medical bills and medication. Donald et al. (2010) reported learners raised in poverty were more likely to miss school due to disease. Learners are twice as vulnerable to vision and hearing impairment and suffering from iron deficiency, anaemia and blood lead which could impair their brain function.

The study found that these learners had traditionally been stigmatized, labelled and looked down on. They also acquire complex inferiority. The ecological theory of Bronfenbrenner indicates that academic progress is explained by e.g. the associations between a student and its surroundings (Boyd & Bee, 2006). It is, therefore, necessary to understand the interactions of these processes to see how learners gain and what leads to their poor academic performance.

4.9. THE HOME, SCHOOL AND PHYSICAL ENVIRONMENT

4.9.1. Impact of household chores

The study found that the learners lose education because it is important to help their households at home. The scientist and respondent found that in children's families, where there are no parents who have a change in the responsibility, the situation is more unbearable. Rao (2004) pointed out that learners can be tense in their family and low results, poor attendance and a drop off when deciding between working and learning time. The interview with educators also highlighted the impact of household tasks on learners and said that the amount of work around the house gives the school and homework little room. To improve learning, Bronfenbrenner (2008) encourages educators to develop and sustain family to school dyadic links. Without education, the

learners are given no opportunities to grow their full potential, hence they will not refresh their self-reliability, self-concepts and academic performance as indicated by Rogers and Maslow (O'neil, 2011).

The learners' long hours of work must impact their intellectual development. It is irrational to believe that learners will learn while physically weary and exhausted. The study shows that the school hours for many learners are a time of rest, which most learners from poor households do not learn. Some learners are responsible for most household activities, with little time spent on school and homework. Chinyoka and Ganga (2011) noted that when the two were too much to deal with, the school was a minor priority. The number of time learners spends performing household tasks puts their success at a disadvantage. As a result, group discussions and actual reading or research time are significantly diminished when you visit the library. This study also found that when the learners in this group have time to learn, they are so exhausted that their concentration-time and retention, concentration, reproductive abilities, motivation and academic performance are impacted.

4.9.2. The impact of child labour

This study also found that currency constraints and the need for food, shelter and clothing contribute to premature paid labour. The rural learners are working in the fields, garden and sometimes livestock, and very little is paid, unpaid work for learners is recorded among families, where learners who work at the home, care for their siblings, sick parents and relatives to save their family incomes. The learners from poor households who engage in child labour activities face risks such as violence and rape, which could affect their economic and social developments, which could negatively affect their education and performance, (Togunde & Arille, 2008, as described in Ben-Chendo et al 2012). The researcher found that in this case, the parents of the learners cannot supervise the homework of their learners and thus worsen their academia. This

disintegration of the learner's environment makes it difficult for learners to discover other areas of the world (Beric 2007).

The learners engaged in child care without adequate supervision and love will seek care in unsuitable areas and thus impact their self-discipline (Donald, et al, 2010). UNIFEC (2010) claims that child labour denies the learner the universal right to education. In competition, ILO (2002), UNESCO (2010) quoted considers child labour to be the biggest barrier to the success of learners throughout the world, including schooling. Given the above, poverty is seen in Nongoma and its surroundings as an obstacle to the optimum performance of secondary school learners. It can be concluded that child labour has an extreme impact on their academic achievement by working for long stretches of minimum wages.

According to the results of this research Kaba & Musonda (2011) Chitiga & Chinyoka (2012), Saito (2011) and Okeke, et al. (2012) have identified child labour, poverty and lack of sponsorship, the seeking for riches, deprivation, truancy, broken homes in premature pregnancy, and the involvement of learners as a home. Based on the above, poverty is seen as an obstacle to the optimal functioning of rural learners to develop their full potential and play their productivity and equal role in their entire society and country, thus reducing their productivity, raising their reliance on the economy, increasing government expenditure and eventually leading to poverty.

4.9.3. The circumstances at home and neighbourhood factors

The study found that home conditions frequently do not favour learning for rural learners. The majority of the learners from homes that have been impacted by poverty are affected by the lack of energy, the space available for homework, the lack of opportunities at home for studying, the noisy neighbourhood and the helplessness of the parents. Bradley, et al (2001) found that poorness would influence virtually all aspects of the home life of learners. The poor typically live in informal settlements to

avoid paying high rents and in some cases, as they cannot afford property ownership (Haughton et al, 2010, as stated in Cameron, 2012) reinforce the ideas of Bronfenbrennen (2008), which argue that there is not enough space, academic support at home and the incapacity to give learners interaction with needed to motivate them for learning.

According to ecological theory, the child would no longer have the resources to explore other areas of his world if the relationship in the immediate micro-system collapse. Atkinson (2008), who argues that disruptive forces restrict their academic achievement in the growth of a learner, was promoting this. From the discussion above the home may seem to have a major impact on the psychological, social and economic condition of a learner, impacting its academic performance. In certain cases, learners from disadvantaged backgrounds ignore educational objectives (Atkinson, 2008). Broken households, families with single parents and families with children may have traumatic impacts on children. Learners from these backgrounds will typically encounter emotional difficulties that can impede good academic results (Chindanya, 2012).

The history of the family thus plays a key role in developing the learners' character and in improving their academic performance. Vulnerability and social isolation are frequently synonymous with poverty, but they are not the same (Atkinson, 2008). Walker (2006) suggests that chronic poverty offers people too few chances to recover from it. This can disengage learners, which explains why social isolation is closely linked to the experience of poverty.

Households Eternal Poverty

An instance is that of a family where there are no jobs for the parents. They live in an overcrowded household; they lack confidence in both parents and have low literacy and numeracy levels. Across all aspects of poverty, the family has little resources, which makes it very vulnerable to negative changes in its conditions.



FIG 2; Photo of some households living in eternal poverty

Given the above, the poor often lack sufficient food, housing, education and health, and may encounter deprivation that prevents them from living the kind of life that everyone values. They are also particularly vulnerable to ill health, financial dislocation and natural disasters (Nsingo, 2011). Besides, they are subjected to ill-treatment by state and government institutions and are unable to influence important decisions affecting their lives (UNIFEM, 2011). Poor citizens everywhere, therefore, continue to suffer from unacceptably low socioeconomic circumstances and a lack of access to services. There is no exception for disadvantaged learners; hence the need to investigate the psychosocial impact of poverty on their academic success.

4.9.4. SOCIAL ABUSE AND HARASSMENT

A study found that as a result of their promiscuity and money requirements, learners in poverty are more at risk of sexually transmitted diseases (STD) and HIV infection. The study found that exploited learners struggle in many respects, including a loss of self-esteem and a desire to receive them unconditionally. Many of the children who are neglected have also been noted to bear negative and lingering effects on their academic performance. The researchers found that learners who were sexually exploited felt furious, dirty and maltreated by adults who were supposed to protect them. They felt also rejected, and when they tried to speak, nobody believed. They developed anxiety because they may have been targeted by violence and fear the abuse could continue. They are lonely and other people have been avoided. They also have loneliness, few interactions with relatives, and few social events.

As a consequence, a low self-concept grows, which can impact your academic performance negatively. Some learners have the impression that their conduct is meaningless and have begun to behave to prove their validity. This is in line with a study by Chinyoka & Ganga (2011) which found that learners who developed a negative self-concept experience certain types of distress that caused them to fail at school. The inference is that poor women learners are mostly extremely vulnerable to infection with HIV.& AIDS. Early-onset of sex, commercial sex and sexual assault, both triggered by economic needs and strain from the pairs and substance abuse, adds to their risks of infection. The researcher found that poor background learners appeared to do little to defend themselves against HIV.

The survival strain, by meeting its basic needs, tends to outweigh its potential course, requires infection to be prevented. However, all five educators interviewed at the five schools also reported that when learners engage in sexual activity they are not very curious about school work, they are arrogant and disciplinary, some even indulge in different kinds of criminal conduct, substance abuse and tranquilization have increased, resulting in low academic results.

4.9.5. LOW PRODUCTIVITY AND SHORTAGE OF SKILLS

In the production of human resources, the value of education is critical because it produces skilled and qualified workers. In today's literature, a moderate definition of capital is money used to generate more wealth (Oluwatobi, Olurinola & Oluwadamilola, 2016). Romer (2001) points out that the accumulation of capital is primarily dependent on the economy, marginal capital productivity and population growth, technical development and depreciation. This indicates that human capital is a wealth used in an economy to generate more wealth. And you can argue that the component of human capital is critical for economic growth. These claims have been empirically demonstrated by the study of Jones (1996) and Barro (2001).

As human capital is of relevance to economic growth, it would be fair to argue that improving the level of human capital is important for both economic growth and sustainable development, especially through education. The statement that access to education is also backed by Oluwatobi & Ogunrinola (2011) and Jaiyeola (2015) fosters the creation of human resources. This would ensure more equitable growth and development by making education more available and more outlets for distribution (Oluwatobi et al., 2016). Education can be argued as an important factor in the production of human capital in any country. That is because educated people are the machines that push and lift the economy to a higher level. Based on the above analysis, education is very important for every individual to contribute to the economy of the country and to improve the individual standard of living but most of the learners from poor households did not have this golden opportunity due to poverty that impedes their academic performance.

Odden argues that human capital development begins with the understanding that education needs to be drastically enhanced and made available for all persons (Odden, 2011). It can certainly be argued that education is the driving force for developing human resources by showing varying skills (Moleke, 2005). Moleke also

considers that qualifications gaps are significant employability factors, which means that people with lower qualifications have lower economic opportunities than those with high qualifications (Moleke, 2005). Education thus provides the people with skills and knowledge which makes them a part of society's wealth. In the 1960s Schultz (1961), Becker (1964), and Harbison & Myers gained popularity for this theory (1964).

For instance, Harbison & Myers (1964) showed that the creation of human capital is a determined effort to improve the awareness, talents and skills of every person. Economic growth is known as human capital acquisition and investment in developing the economy. Human capital development (Todaro & Smith; 2015). Tilak (2002) argues that human capital development can politically be understood as the process which enables people to participate in political discourse with the relevant skills. From a social and cultural perspective, Abdi argues that the creation of human capital helps persons to become liberated and thus, freedom of choice and association to lead them to meaningful lives (Abdi, 2002). Woodhall (1985) further argues that skilled workers are one of the biggest contributors to any country's economy.

This is summarized by Harbison (1964; 1973), who says that human beings are active resources that accumulate capital, use natural resources, construct political, social and economic organizations, and promote national growth. These opinions are expressed by almost all developing economists. It is argued that human capital provides the basis for a nation's prosperity, not physical capital, profits or natural resources (Levitan, Mangun & Marshal 1981). UNDP report (1999) clarified that education leads to the achievement of economic and social goals. Education helps achieve economic and social objectives. Education has also played an important role in accelerating development on several occasions. In addition, education enhances equality by developing a more competent workforce. It also plays a role in raising the share of wages in overall production, benefiting the work sector in general.

In addition, education increases the income distribution of ethnic groups through societies. In some nations, gaps in income distribution can be seen in disparities in the

number of learners in learning institutions. More often than not, the higher the average level of education, the greater the payout. Education also leads to better health and related impacts (World Bank, 1995). The creation of human resources not only increases the productivity of workers and profit mobility but also helps to absorb people into the labour market. Low levels of education mean poor human resources. This in turn limits an employee's ability to learn new skills as the market shifts. Staff must respond to changes in technology (Johanson & Adams, 2004).

In several countries, the government's role is to provide the formal education system and its different subsystems. It is the government's responsibility to ensure that all its people are well-being. To accomplish this mission, the government must ensure that an integrated, reliable and well-structured education system is built for all. The Government must also provide the required physical and financial resources to allow the system to work (Bunting, 1994). A learner who drops out of school or fails to produce a good school result because of poverty cannot contribute to the nation's economy and thus hinder economic growth and development. Quality academic achievement leading to higher certificates increase the output potential of the economy, and that is why low academic performance decreases productivity and thus increases dependence on the economy.

4.9.6. INCREASE IN LEVEL OF CRIMINALITY

The contributing dangers of poverty, which have created poverty in the United States, should be recalled. Poverty, along with other criminal activities, is often connected to other stressors, such as narcotics and alcohol abuse. Subject to poverty levels, frustrations, pain and tension are unparalleled. These adverse sensations can contribute to physical violence and abuse. The risk of physical, sexual and emotional abuse under these circumstances is confirmed extremely high for Levine (2009). All these factors raise the risk of impoverished learners causing mental health problems. Despite the well-known impact of these stressors on learners, there have been

massive differences between learners who need and receive care for mental and physical health services.

In 2004, Burns, Phillips, Wagner, Barthe, Kolki, Campbell & Landsverk (2004) have predicted that more than 50 per cent of the learners living in poverty have mental health needs, but only 16 per cent of them have been funded. In terms of growth, the difference between aid required and the receipt is significant. Poverty-related stressors such as violence, misuse and neglect may lead to mental and emotional harm (Burns, et al 2004). It is important to research the influence parental factors can have on a weak learner. Bad homes are more likely to be single-parent homes, of which 72% are female parents (Bureau of the Census, 2008). More are increasingly likely to have little or no prenatal care (Wadsworth, Aviv, Rhinehardt, Wolf, Santiago & Einhorn, 2008) low birth rates; insufficient nutrition; and inexistent after born care within the limits of the generating poverty;

These weak parental skills also come from insufficient income to meet the needs of learners; detached interests may lead to physical and emotional neglect, such as the loss of money on drugs and alcohol.

In addition, the psychological stress of unemployment or inadequate parental income may also help to minimize abrasive parental care. Poverty parents also have a less parental obligation, decreased serious concern for healthy development and no academic modelling (Magnuson, & Votruba-Drzal, 2009). The lack of jobs or efforts to find employment often increases the risk of family upheaval and makes difficulties. These stressors contribute to disregard for poor learners' mental, emotional and educational needs (Wadsworth et al, (2008). The impacts of negligent and inefficient parenting due to poverty may worsen juvenile delinquency, inadequate and incomplete education and poor health behaviour. Without proper guidance and education, this cycle of deprivation and violence produces a spiral of generational poverty, leading to low scholarly results.

4.9.7. STIGMATIZATION AND STEREOTYPING

The educators interviewed in the five schools suggested the lack of self-motivation and laziness amongst the learners from a poor house of poverty. Some also blame the low academic performance of poverty. The household activities were overwhelmed. They are shunned by their outward appearances and thus never engage in classrooms and other academic events, which can improve their academic careers. Four of them stressed that students coming from poor homes still appeared fatigued and exhausted in school, arrived late in school, didn't take part in school work and had a negatively impacted attitude towards their work. The researcher found that some of the feelings raised by the educators suggested that disadvantaged learners were perceived from the house and some pupils had a negative attitude.

Some poor home learners have also concluded from their minds that escaping from poverty is extremely difficult and that they have done little to try and crack this cycle of poorness that restricts their academic performance. Based on these observations, it is fair to assume that learners from poor homes often look at themselves as their foes. This has shown that its academic success has a negative impact. The stereotype is a self-fulfilling prophecy in which learners from deprived homes and their peers who come from wealth are eventually not performing in tests and exams. Chabaya, et al (2009) noted that school marginalizes learners in poor homes and their success globally and often out of indifference or omission. Snowman and Biehler (2011) believed that one central Rogerian theory was that the basic human need is optimism or caring warmth.

When positive factors are omitted, an individual self-actualizing propensity may be rejected. Hayes (2008) claims that the love, concern and reverence of others and those in authority comes from important others. The individuals naturally enjoy an optimistic view, says Rogers (In O'neil, 2011). Positive self-respect is self-appreciation and a positive self-image that shows the importance of the person. The study found that in rural schools, because of stereotyping and stigmatization high academic deficiencies

were noticed due to reduced autonomy. The research that blames public education for this phenomenon offers a further reason for learners' under performance in rural schools. Poverty may impact the emotional well-being and identity of some poor household learners stereotyped and stigmatized by others. Good and supportive families-friendly relationships serve as buffers for learners to combat poverty while learners without such relationships tend to be the most negative and depressed (Bronfenbrennen, 2008).

4.10. SECTION C

Frequency Table: Grade of the learner

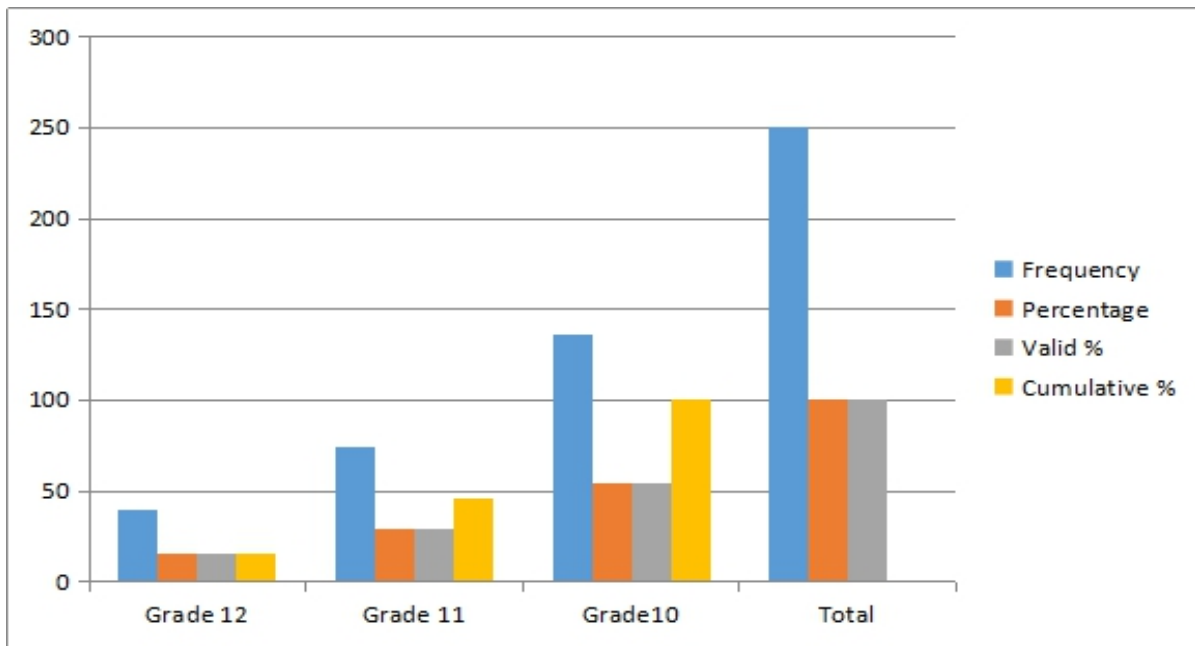


FIG 8: Grade of the learner

FREQUENCY TABLE 2

TABLE 4

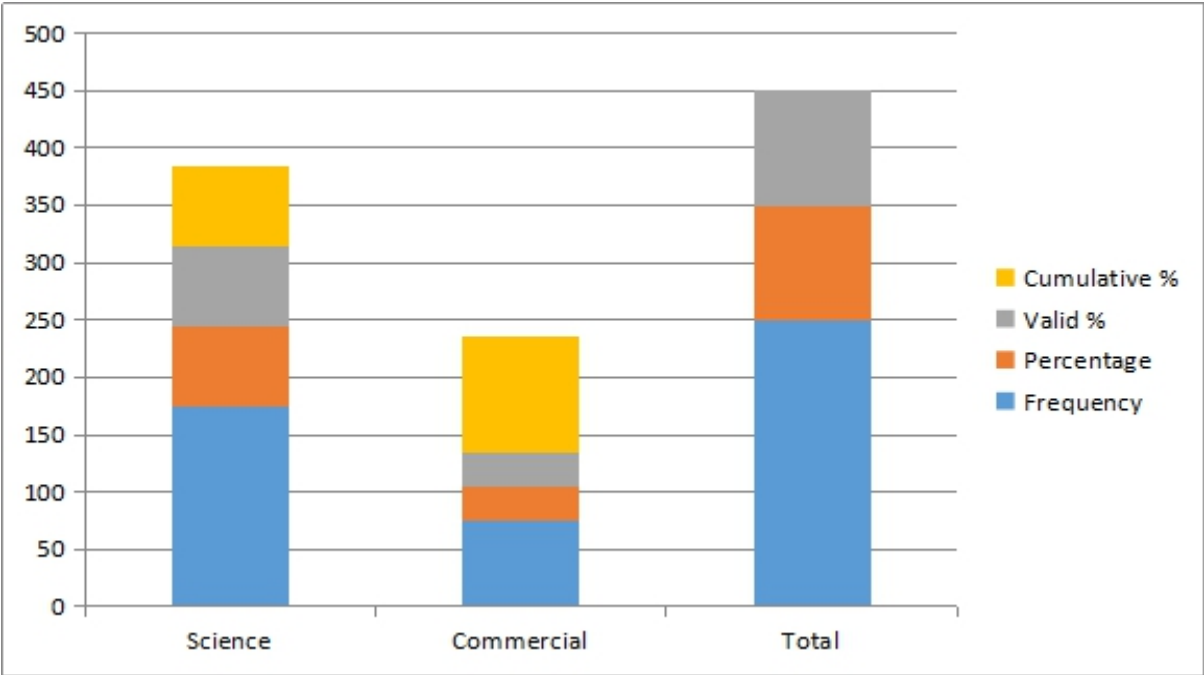


FIG 9

4.11. DISCUSSION OF THE QUESTIONNAIRES

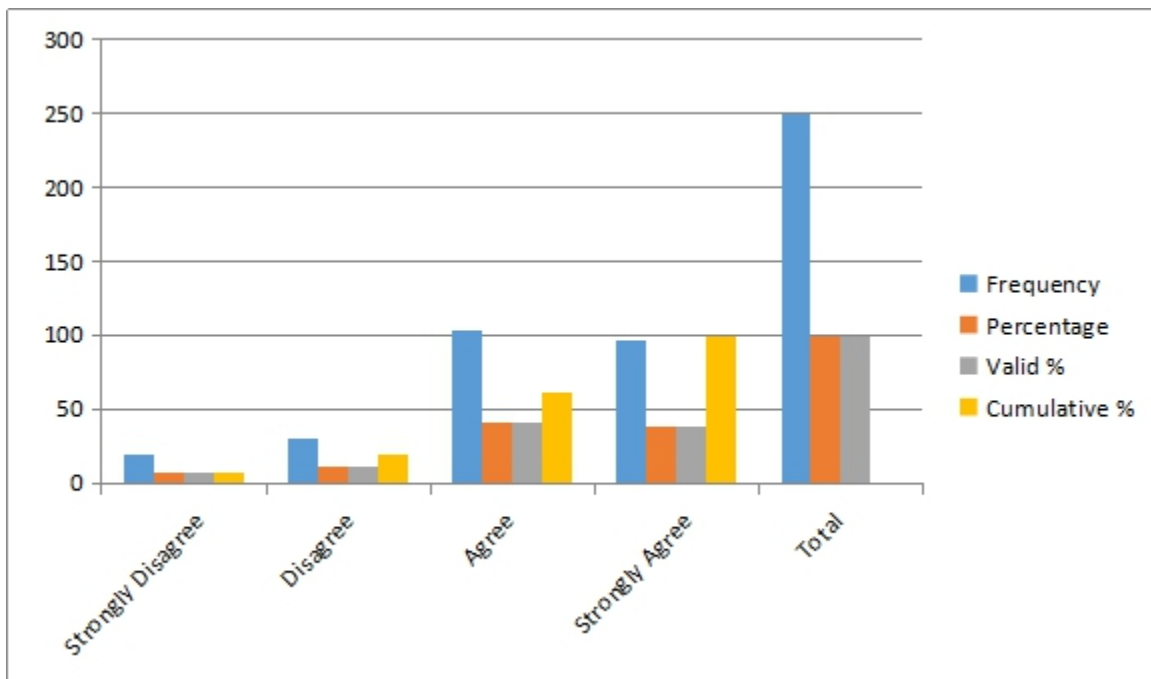
The following section presents the responses from respondents on the impact of the household poverty trap on learner's academic performance in the rural secondary school in the nongoma circuit in the Zululand district

4.11.1. THE FINDING FROM THE QUESTIONNAIRES RESPONDENT

4.11.2. Relationship between the academic performance of rural secondary school learners and poverty

The poverty trap is one of the main causes of learners' poor performance in the rural secondary schools in the Nongoma circuit of Zululand District

FREQUENCY TABLE 3



The table shows that 80% (41,6 + 38,4) of learners are united in the reality of poverty being the key source of poor results for rural secondary schools in the Nongoma of the district of Zululand. It should usually be noticed that most of the learners answering questionnaires think that poverty impedes high school academic achievement. A total of 200 students out of 250 totalled 80% said poverty impaired academic results, while 50 learners disagreed. It can be maintained, therefore that rural/community learners are challenged by poverty, which exposed them to the lack of a quality education system that coincides with Akoojee and Nkomo (2008), Fook & Sidhu's (2013) work, who believe that rural learners are struggling to learn because poverty has exposed them to poor education. Due to a lack of quality in the education system to which they are exposed, poor academic performance is probable (Cavanagh & Haycock, 2007).

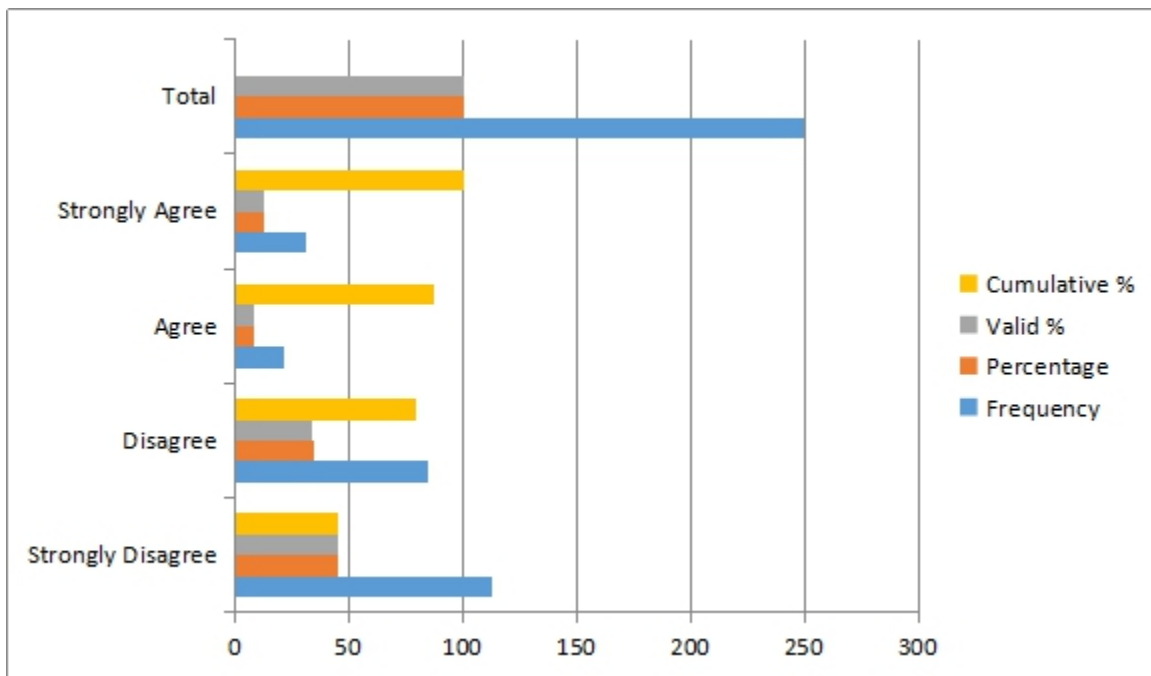
The reasons behind persistent poverty are overwhelmingly present in four main elements, according to Sharanya Ravichandran (2011), inadequate government facilities, education deficit and civil inadequacy. The lack of education has also led to extreme poverty in rural areas. There are various kinds of poverty, including lack of income and adequate resources to ensure healthy livelihoods, famine and malnutrition, ill-health, restricted access to education and other basic facilities, increased mobility and death from illness, homelessness and inadequate accommodation, unsafe environments, social discrimination and exclusion, classified by lack of co-existence (United Nation-UNCHR, 2012). Researchers such as Suitts (2015) have held the view that only thoughtful, structural variations in educational policy as well as in educational practices can avoid a rising number of public school learners living in poverty.

Fair confirmation funding public schools in our nation irrespective of zip code or geographical location, and increasing national demonstrations against poverty normalization, seems like a good place to start (A report on the spring, 2015, ASCD whole child symposium). In addition, Olufu Paul A & Ebele Uju F. (2017), studies revealed that the relationship between study habits and academic performance of learners is significant. Educators and school guide consultants were advised to cooperate, guide learners in the development of good learning practices to improve

their academic performance. Based on the respondent opinion and the support of the literature, it can conclusively agree that poverty causes the poor academic performance of learners from impoverishing home in most of the rural schools in Nongoma and its environment.

The study finds that some excel academically no matter the kind of economic household they come from

FREQUENCY TABLE



The table shows that while the majority of respondents (79.2 percent (45.2+34.0) deny that learners can achieve academic excellence irrespective of their household type, (20.8 percent (8.4+12.4) of the learners are not aware that their academic success is restricted by the financial constraints of the household. This statement coincides with

the international council of Nurses (2004) which describes poverty as an elephant in the room that negatively impacts academic success. This table suggests that It is very difficult for the poor home and poverty-stricken learners, to successfully study and achieve the educational milestone if they are economically deprived and unfavored (Barton, 2003; Crooks, 1995; Leach & Williame 2007; Ross, Smith, Slavin & Madden, 1997)

Okioga (2013) notes that the logistical and material constraints of learners in poor households are restricted, and so their academic achievement propensity is limited because learners are not able to focus on class activities due to a lack of basic requirements, relative to learners from a rich home. Mwamwenda (2010) stresses that learners appear to be more optimistic and have the more self-assured experience to perform in school when they have access to all of the requisite teaching and learning opportunities in the classroom.

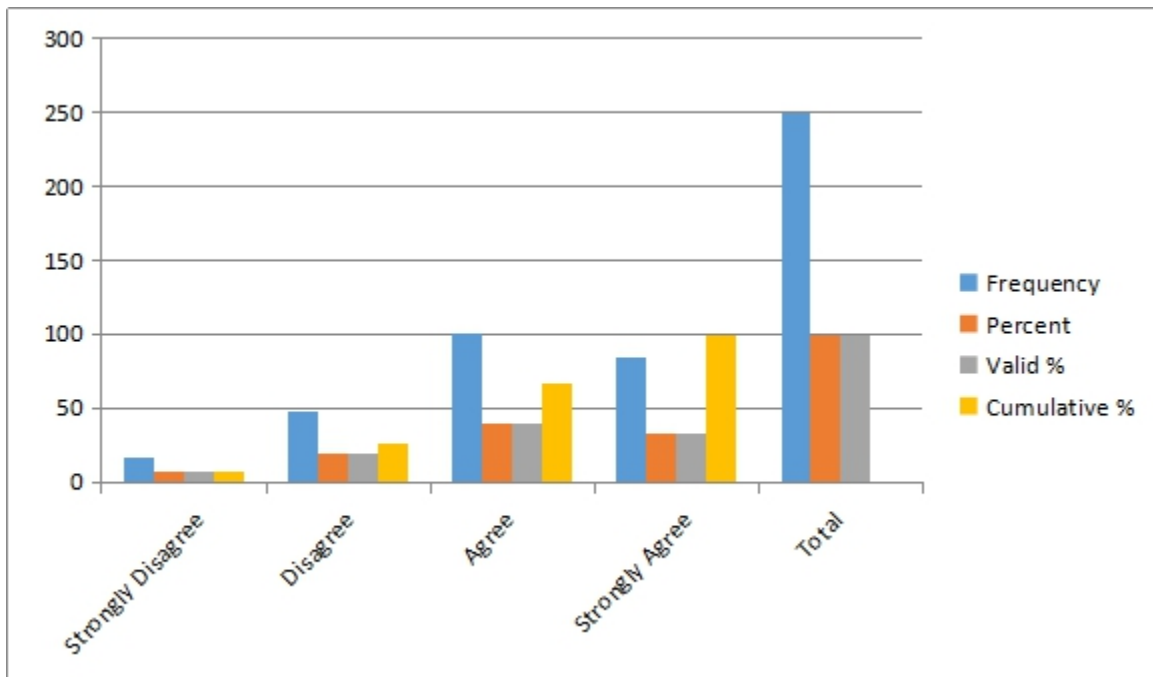
A Basch study (2011) consistently linked higher income with better performance of learners. The research further indicates a substantial adverse influence on cognitive performance and academic achievement, along with other risk factors linked to poverty (e.g. low parental education and high familial stress). In most cases, poverty has an impact on life views. The millennium development goals (MDGs) are achieving some substance and development in some areas of the world, but the eradication of poverty and low standard of education continue to bear fruit in Africa. (The Report of the Org, November 9, 2015). Borgen Project.Org. Gallup World (2013) stressed that Sub-Saharan Africa was among the poorest countries with the largest number of people living in severe poverty. The focus continued: extreme poverty is \$1.25 or less a day. The World Bank research, (2010) has reported that 414 million people in Sub-Saharan Africa live in severe poverty (World Bank (2010).

The fact that Africa is now the poorest continent in the world remains horrible to know. Hunger, disease and a shortage of basic needs are the main consequences of poverty which impede many learners that are victims to succeed academically. The researcher

agreed with the opinion of the respondents that it is very difficult to achieve any significant success academically if you are from a household that is economically disadvantaged due to a lack of some basic resources that are not available at your disposal.

The study discovered the relationship between the learner's environment and growth will determine his academic outcome

FREQUENCY TABLE 5



Most respondents conclude from the table that a learning climate and its development would have a direct impact on its academic performance. 74% (101+84), while 26% (6.8+19.2) deny that a student's climate played an important role in its educational success. (Sameroff, A. 2000). According to the hypotheses of the developmental system (Bronfenbrenner, U. 1994). The multi-mechanisms linking poorness to learner education and development will aid in understanding the ecological perspectives on

development risk. The finding of the researcher from the respondents indicates that the surroundings in which a learner develops influence his educational achievement since his/her cognitive growth depends on the surroundings in which a learner has grown early. Poverty impacts the development of psychosocial education in many contexts including family, home and school (Donald, Lazarus&Lolwana 2010; Jensen, 2007, Lacour and Tissington, 2011).

This danger to the health and safety of learners creates various problems. Larger access to trained skilled educators and lower standards for educators from the high poor school district were instructors (Flores, 2007; Peske & Haycock, 2006). To research the evolution of an infant, you need to look not just at the child, but also at the relationship between the environments in general. This makes it plausible. It is important to note that the influence of poverty among learners is complex and it impacts numerous contexts, including family, home, neighbourhood, school and a broader community. To define methods for combating poverty, for example, one context's impact on the other must be understood.

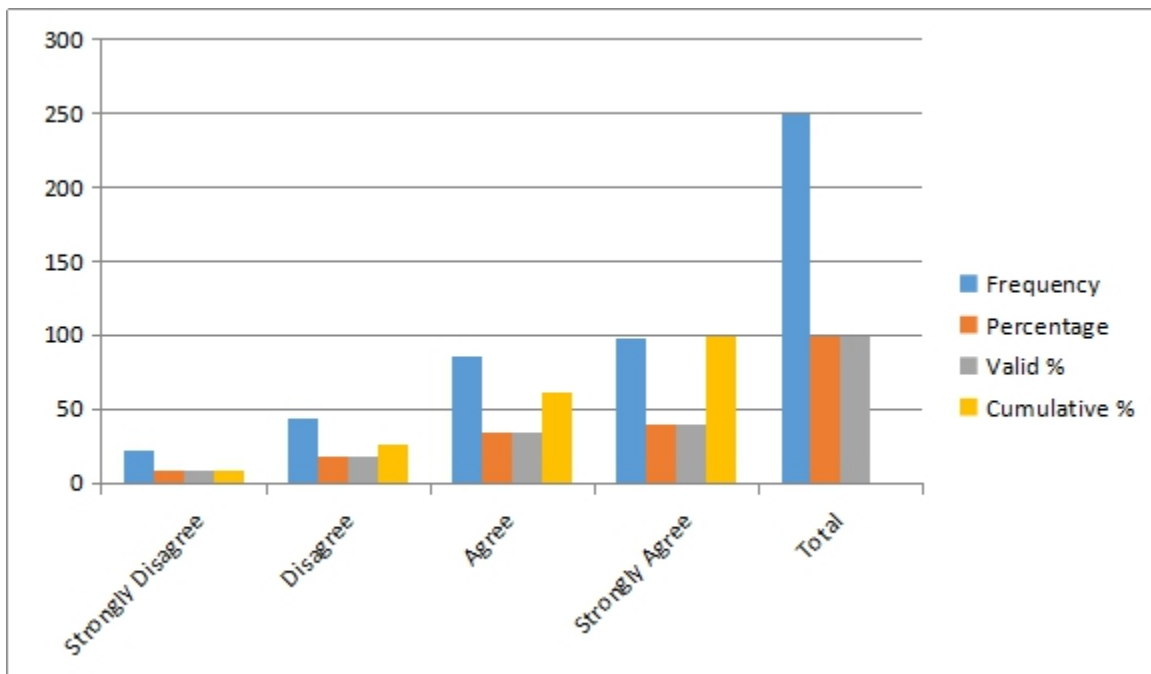
The ecological model of Bronfenbrenner shows that the creation of learners takes place in an integrated framework of interactive influences between children and the environment. Although many environments and mechanisms exist, this researcher only concentrates on five environments – family/family, district, peers, school and government, just to look at how poverty influences families to impact academic achievement. The researcher defines and applies the bio-ecological model as a general study structure to align with the respondents that the environment in which a learner grow and live play a prominent role in his or her academic performance. The connections between organisms and their environment are seen holistically in ecological theory, which means that every component has an overall impact on the whole system.

The device is higher than the sum of its pieces, according to (Bray, Gooskens, Khan, Moses & Seekings, 2010). How learners are thus inevitably related to the social

grouping, forces and ties that make up their environment, such as families, peer groups, schools and other social groups, socio-economic forces, interpersonal, cultural, political and power relations. Stuff in one part of the system will then influence the other and eventually the entire ecological system. Modifications or disputes in one layer ripples through the other (Bray, et al., 2010; Witt, 2012).

From the analysis above the microsystem in which learners grow includes tasks, relationships and patterns of everyday life, which form many aspects of the cognitive mental, emotional, physical and social aspects. The infant has negative or positive morality and spiritual growth (Donald, et al., 2010). Therefore The Theory of Bronfenbrenner provides teachers, parents, community members and the kids, as the interwoven connections between learners and the immediate environment are encouraged to make use of.

4.11.3. Impact of poverty on the academic performance of learners in the rural secondary schools of Nongoma



Poverty trap increases the level of absenteeism in our rural secondary schools and eventually contribute to our mass failure in the matric examination.

It follows that (73.6 percent) of respondents agree that household poverty increases absenteeism and contributes to the mass failure of the exams at national school certificates, most particularly at schools in rural areas. This assertion was disagreed by 26.4 percent of the respondents (17.6. + 8.8). The findings show that the majority (73.6%) of respondents in 5 (five schools) accept that poverty raises the degree of absenteeism at our high schools and leads to mass failure of matric exams. The findings relate to the study of absenteeism from school and poverty conducted by Zhang (2003), where learners in the deprived household are more likely to be missing schools than their counterparts whose parents work in one way or another.

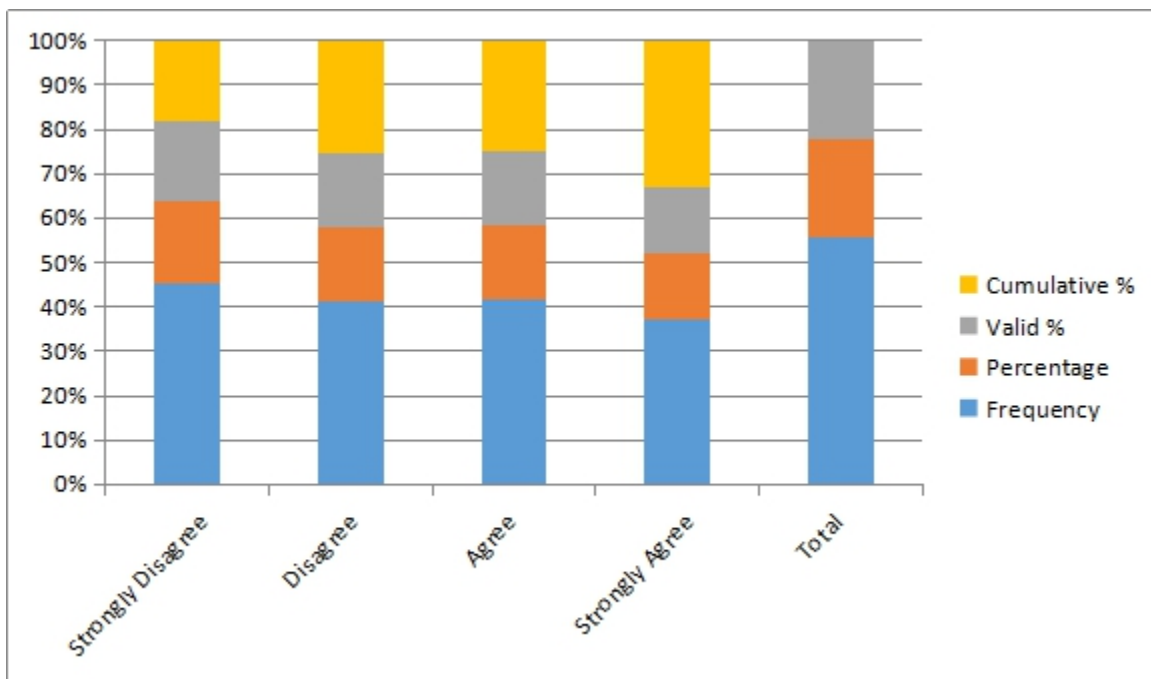
Because of the financial challenges faced by some families, it is difficult for learners from disadvantaged groups to be in school at all times because of the stress of walking long distances of about 8 -10km, which may prohibit them from going to school. This is also a product of the function of the (Astone & Mclanahan, 1994; Mclanahan & Sandefour, 1994, Wojtkiewilz&Donato, 1995). The economic theory considers learners' education to be a function of household output and parental investment (Becker, 1993, 1981; Bryant, 1990; Parish & Willis, 1993). Poverty among learners from poor economic backgrounds is growing because of circumstances beyond their ability. The response provided by questionnaires is more optimistic and important for this research, therefore, Cuthrel et al. (2010) say that the absence and loss of schools are typical for the learners from poor households. It is deduced that poverty negatively impacts the academic performance of learners in rural secondary schools because of their absenteeism.

The poverty trap also raises the absenteeism rate in high schools and ultimately leads to mass test failure. For example, 73.6% of the participants agree that the poverty trap raises school absenteeism and ultimately leads to mass exam failure. This may include external feedback like the matric. While 73.6% of respondents accept that bad trapping

causes learners to have poor self-confidence or mistrust that has contributed to school failure or complete drop-out, 26.4% disagree. This is consistent with Cuthrell et al. (2010)'s work, which claims that household poverty traps lead school learners to abstain and ultimately leave their education if not adequately cared for and sponsored.

The finding also confirms the works of Evans & Schamberg (2009), Iwaloye, (2019b), Uleanya, Iwaloye & Gamede (2019) and Uleanya & Ke (2019) which take the view that learners' family history affects their self-esteem and ultimately contributes to their academic performance.

4.11.4. Poverty trap lead to the low self-esteem of the learners which resulted in school dropout



The table above indicates that 81.6 (36.8+44.8) of respondents accept that poverty is a significant influence on academic success while 18.4(6.3+12.0) do not agree. The result implies that each school in which the research is performed has the highest percentage of a participant in the study in compliance with the argument. Singh explained the impact of poverty when he said: The learners' good potential is

prematurely lost or only partly created by the adverse socio-economic conditions. The quality correlates higher income with better performance for learners according to a report by Phipps & Lethbridge (2007). Poverty will devastatingly have an impact on the schooling of a learner because they cannot concentrate on their learning activity due to poverty and this leads to poor learning outcomes (Benneth 2008).

The psychological consequences of poverty are particularly traumatic and detrimental to learners as they often experience guilt or embarrassment in poverty. Insecurity grows as they notice that their world is different. The negative feelings harm the developing learner, including poor self-esteem, decreased self-efficacy and early education gaps (Evans, & Schamberg, 2009). Low-socio-economic learners frequently show less success in academia. Due to the pressure of family life and the stress of making an end mean, schooling and homework are less prioritised by learners who live in poverty, (Beegle, 2003).

However in contrast to the developed world, poverty in African countries is more pronounced than in other developed countries such as the USA, Canada and others, highlighting this argument, poverty shows that poverty is a problem that any government must pay close attention to. Poverty is persistent stress for learners and families that can interfere with good adaptation, including the achievement of school, to growth tasks. Low-income learners are vulnerable to academic, social and poor health and well-being issues, which in turn can be harmful to educational achievement. Poverty plays an important role in South Africa and the world in the low educational performance of learners. Low socioeconomic status impacts physical health, brain growth, learning ability, self-esteem, cognitive and psychological growth.

Despite efforts by the governments of developed countries to counter poverty in all its forms by 2015, there is a continuously rising number of children from poor families. The risk of developing several psychosocial conditions is highest among children of lower families. These include depression (Carlson, 2006) Internalizing and outsourcing symptoms, lower peer relationships, troubling classroom results, and delayed growth (

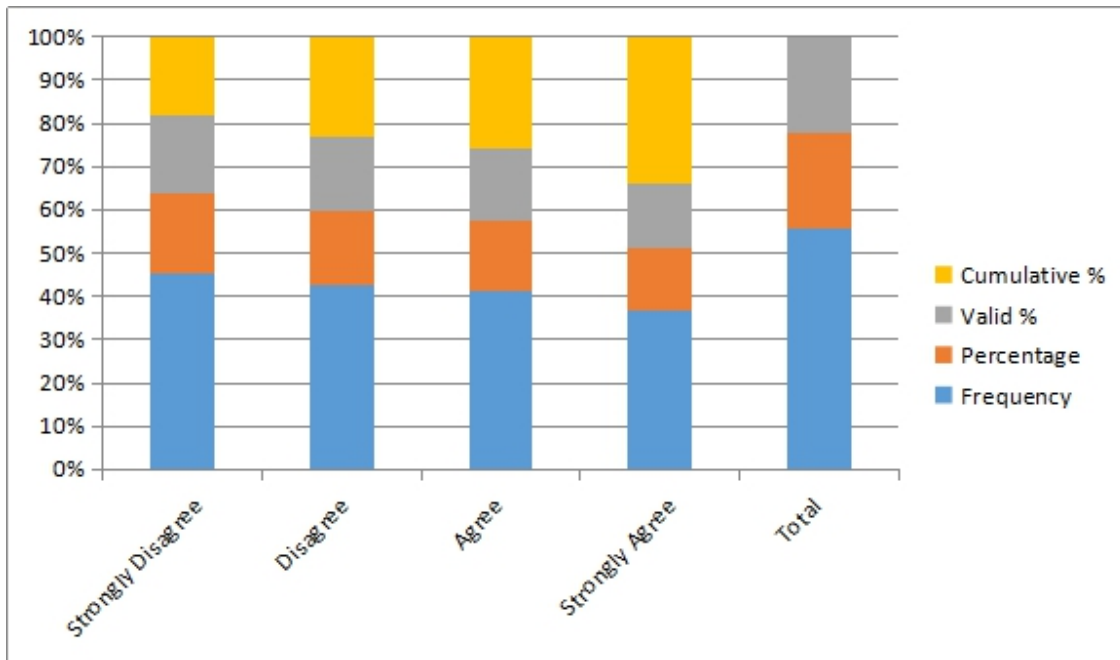
Calaldia & Ramani, 2009). Research by Zueno et al. (2008) found that poorer learners are particularly impaired by stressors that undermine school performance and behaviour. Learners with reservations about safety are often less academic (Pratt, & Eysenck 1997) Exposure to group abuse in an unstable home district or the hazardous road to poorer performance in schools (Schwartz & Gorman 2003).

Stress due to bullying and abuse at school often undermines testing, reduces attention spans and increases absenteeism and delay. (Hoffman, 1996) It is discouraging, but because of the fear of abuse, many learners either remain at home or miss school. The consequences of the holistic growth of children are therefore related to harmful conditions such as poor living conditions, homelessness, insufficient nutrition and food insecurity, lack of access to healthcare, unhealthy communities, and under-resourced schools (Adebe, 2009). Due to poverty, many kids go out of school for some money and girls become prostitutes and threaten HIV, TDS and unplanned pregnant women. The fact that parents have not had the financial resources to afford learners' school fees may contribute to early marriage as poverty (Chilton et al. 2007).

Poverty has a more damning impact on the social and emotional working of children, cognitive operation and academic performance in various environments, including families and households, the community and schools (Conger & Doodallan, 2007). A UNICEF report (2009) found that the most food insecurity and hunger impact women and children. If women and children experience food insecurity and poverty, mental and emotional factors that can impair their pseudo-social growth are altered (Ecker & Nene, 2012: Ecker & Breisinger, 2012, Ruel & Yosef, 2012). In this regard, the researcher concludes that poverty causes low self-esteem for learners and therefore resulted in poor academic performance.

Poverty trap creates different mental, accuracy and physical differences

Findings show that the poverty trap creates a wide range of differences between the children of less privileged and the affluent children and this creates huge differences in both mental, accuracy and physical differences.



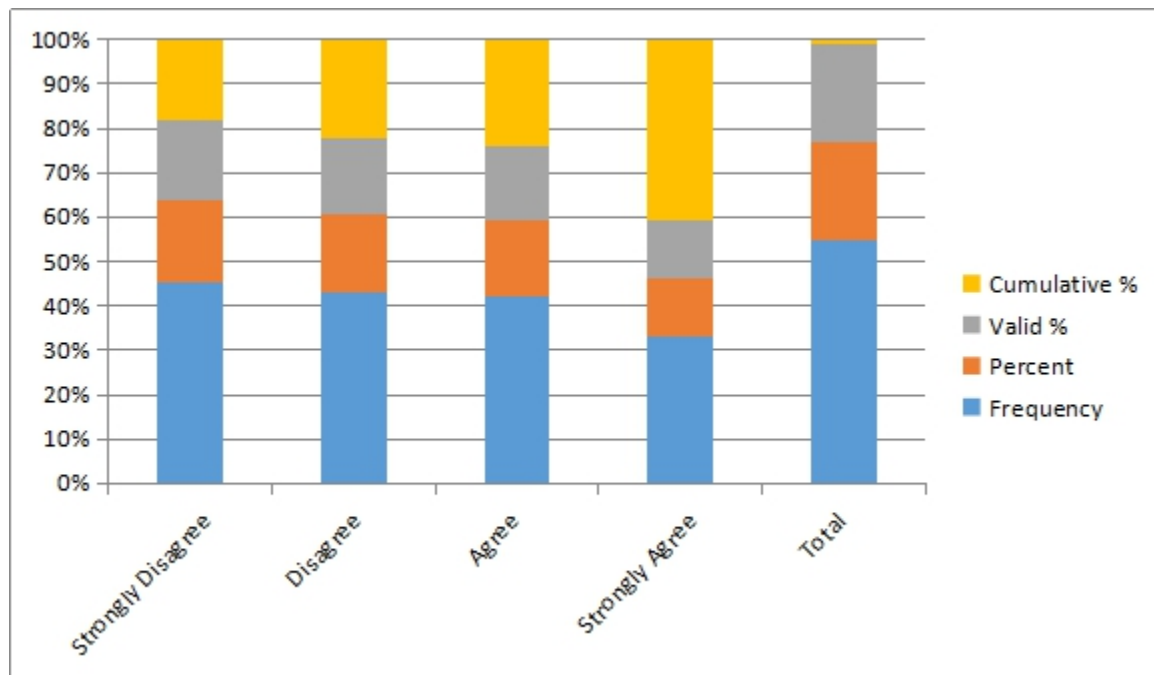
The table shows that 79.2 % (36.4+42.8) of respondents support poverty in the achievement gap between secondary school learners and discrimination, while just 20.8% (5.6+15.2) disagree. The majority of respondents noted that poverty in our house creates a variety of gaps in our academic achievement, especially in schools, and restricts the accomplishment of learners in rural schools as compared to their counterparts in the city, where the learners have access to all their fundamental needs to support teaching and learning. Studies show learners who are from disadvantaged backgrounds have very little access to both training needs and quality teaching that promotes learning compared with their peers.

Duncan et al (2013) stressed the very low academic status of poor homes as opposed to that of wealthy homeowners. The performance of learners from different backgrounds is increasingly different (Neuman, 2013). Studies have shown that disadvantaged economic learners tend to gain fewer standardized testing skills (NCES 2002) and poverty-ridden students (Duncan et al, 2013). A multi-faceted variety of practices have been proposed to help fill the gap, including parental engagement (Larocque & Darling 2011), increased school funding, better nutrition and summer reading (Allington et al, 2010; Basch, 2011; Jimenez-Castellanos, 2010).

The response of the respondents' concord with different literature cited in the research study that poverty creates a wide gap between the impoverished learners and their affluence counterparts. The majority of the respondents total of 198 out of 250 respondents agree that poverty is responsible for the gap in academic performance of rural secondary school learners and urban learners.

The understanding of the poverty trap and its impact

Findings show that the understanding of the poverty trap and its impact allows me have a clear picture of learners' better performance in urban schools compared learners' performance in the rural schools



The table above indicates that 80 percent (47,6 +32,4) accept that learners from urban secondary schools excel academically better than learners in the rural schools due to a couple of factors that aid learning in the urban compared to rural schools. 20 percent (4,4+15,6) disagree but due to the majority that agrees to this, the researcher identified this fact that understanding the poverty would offer a clear understanding while learners in the city perform excellently well than learners in the rural schools. The study

also highlights the impact of poverty on communities, culture and cultural trends as factors that limit the good academic performance of the learners in the rural area. Low incomes families tend to live in a low-income community, mostly marked by high density, violence, and few opportunities for academic socialization.

Black & Krishnakumah (1988) emphasized that schools are frequently underfunded, beset by disciplinary issues, staffed by poorly trained teachers, and faced with difficulties fulfilling their educational mandate compared to learners in the urban region. As Parker, Greer, and Zuckerman (1988) reported that learners growing up in poverty face double jeopardy. In line with the above findings,

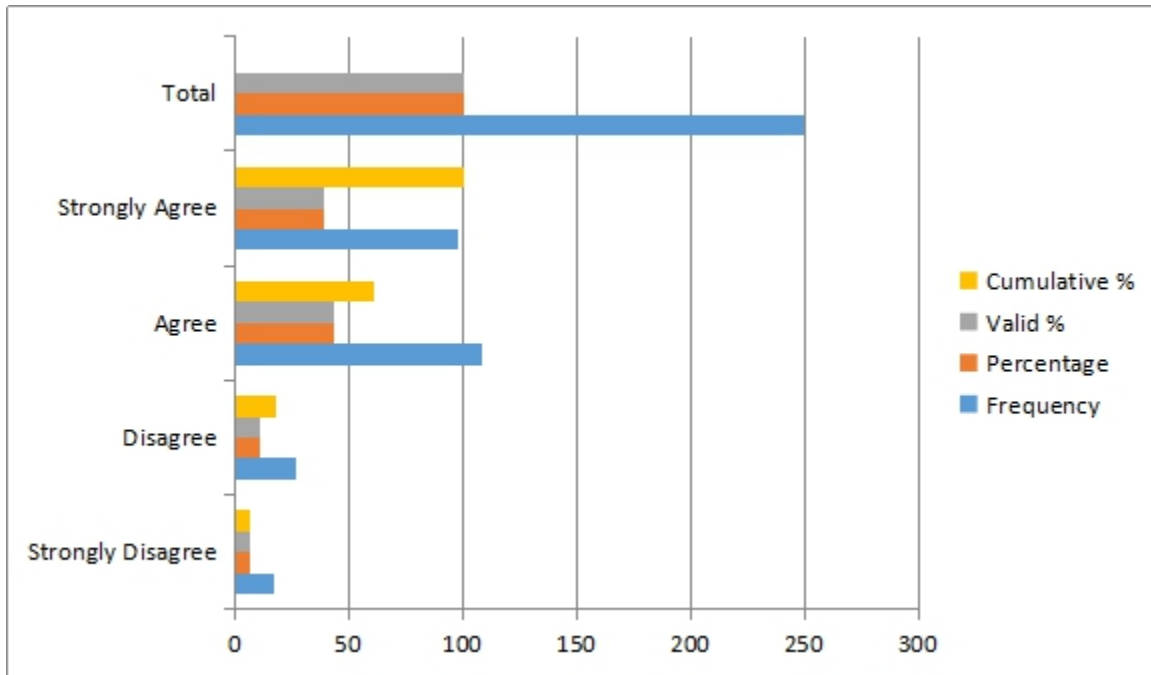
the learners from rural areas are not only directly exposed to risks in their homes and neighbourhoods (including sickness, crowding and family tension, lack of psychosocial stimulation, and limited resources), but they also face more severe consequences to risks than learners from higher-income families in the region (Neuman, 2013).

There is an ever-growing difference in the achievement of learners from varying walks of life (Neuman, 2013). Studies show that learner from poor economic background appears to achieve lower proficiency levels on standardized tests (National Center for Education Statistics [NCES], 2002), as well as students living in poverty (Duncan et al., 2013). A multitude of evidence-based practices has suggested strategies to help close the achievement gap, including parental engagement (Larocque & Darling, 2011), improved school funding, better nutrition, and reading in the summer (Allington et al, 2010; Basch, 2011; Jimenez- Castellanos, 2010). Studies show a range of factors that lead to this achievement gap and what helps close it.

The researcher based his conclusion on the above discussion and the respondent's view that understanding the impact of the poverty trap will set more light on the causes of poor academic performance of learners from rural secondary schools compare to urban learners that have access to every necessary resource boost and motivate teaching and learning.

4.12. STRATEGIES TO ALLEVIATE POVERTY

Government intervention for both rural and regional development for learners in rural areas



The table shows that 82.4% (43.2 +39.2) consent to the possibility of implementing new different policies which can improve the academic performance of students in rural areas and thus improve the quality of their education in rural communities and improve their learning performance in the long term, but 17.6% (10.8 + 6.8) disagree. This is in line with World Bank lead economist Nicholas Stern who said that it is important for children to find ways to minimize poverty. But it is not enough to have either education alone or economic growth alone. He warns that investment would not alleviate poverty as a result of economic development. Empowering the poor to engage in the health, educational and social security expenditure of economic development and building institutions, so that they can participate in life-shaping choices. Intervention on all aspects of empowerment is required.

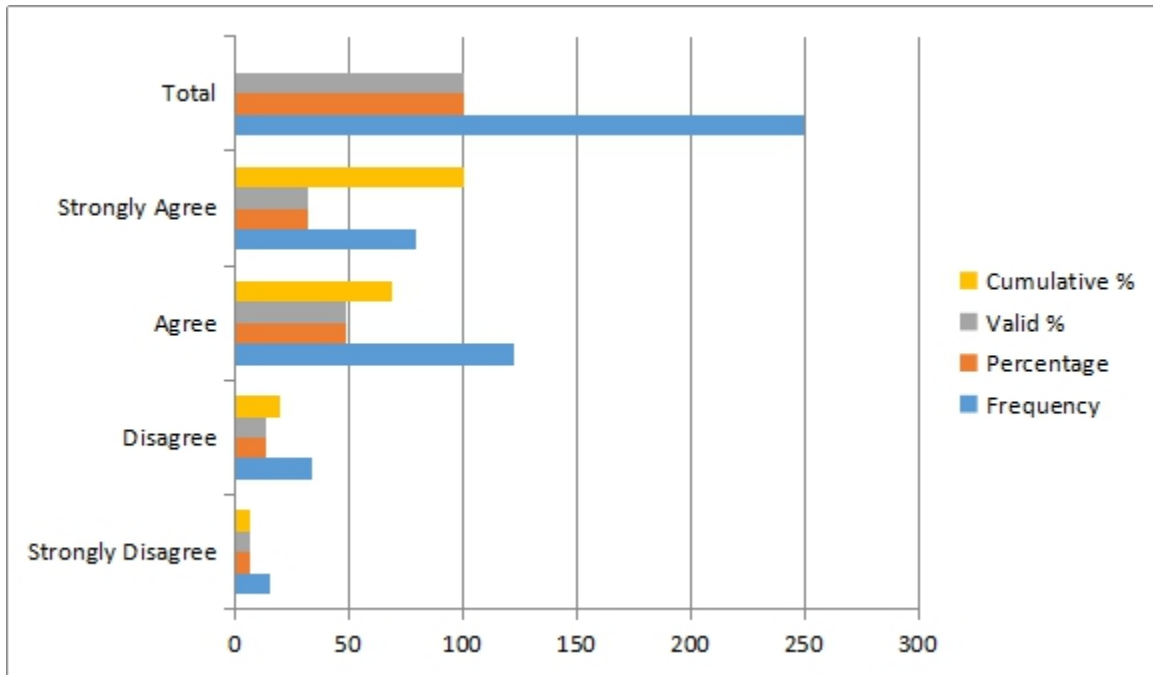
Equally, poverty alleviation not only requires economic solutions but also government, community and family strategies that restrict poverty and mental growth, which prevent learners from achieving good (Narayan, D&P 2016). Petesh (2007). The finding has also recently, published a kind of call on educating learners in poor areas to engage in poverty literacy in conjunction with the Association for supervisor and curriculum development. The above-mentioned patterns point to permanent problems with the standard of education in disadvantaged communities. This limits the opportunity to provide a direction for the education system poor children out of poverty. School study analyzes show that residents of poor and overwhelmingly Black communities mostly go to schools with a lack of discipline, bad administration and a limited number of highly trained and skilled educators.

The connection between poverty and poor education is strengthened by several social mechanisms, including parent influence, the impact of child counterparts and a wider neighbourhood impact. It is impossible to statistically spread the impact of poor schools and poor neighbourhoods. Since, due to distance and travel costs, children primarily attend a school close to home, often the socio-economic profile of the school and that of the society in which the child lives overlaps. In metropolitan regions, however, this is less accurate, where children are more mobile. SACMEQ III research (Spaull, 2011) suggests that the influence of the group and the combined socioeconomic status of schools is more pronounced than the effect of socioeconomic status at the level of individuals. In other words, the socio-economic context of each child is less important to its success than the area in which it lives and the school it attends. This result is confirmed by educational datasets (Shepherd, 2011; Taylor, 2011).

This study indicates that the performance of learners in rural schools would certainly improve if the Government can implement a new economy and educational policy to resolve most of the challenges listed above. By creating jobs opportunities and improving per capita household incomes, improving infrastructure in rural schools and a host of other policies that balance the current economic imbalances, the learners in this community will gain greater academia.

Bridging the gap of social economics imbalances

The research shows how to bridge the gap of social economics imbalances (alleviate poverty and improve learners' performance in the secondary schools



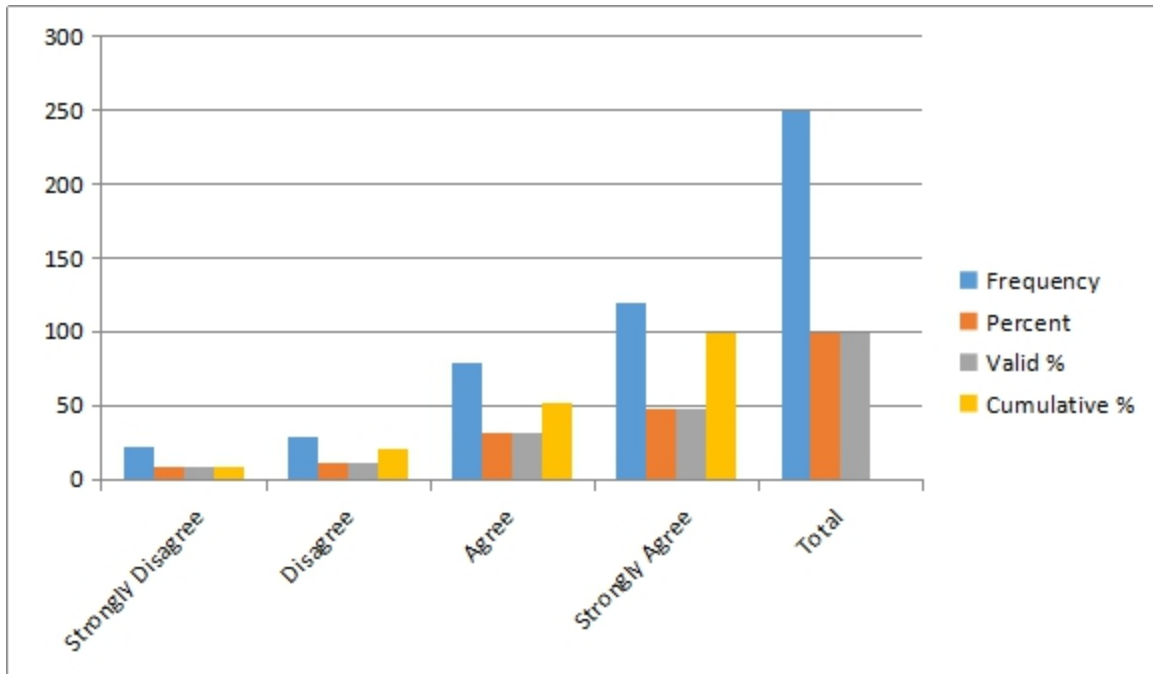
Poverty is still mostly rural and the needy are mostly concentrated in marginal lands, where millions are in severe poverty but no fewer people are easily enriched. Most of the people in poverty are concentrated in their rural areas and autonomous agricultural activities are their primary livelihoods, which impede their children's access to basic services that can help them achieve their academic achievement, and which also establish a large income gap between their counterparts. The table shows that the academic performance of the learners in rural schools is better if governments implement policies that will close this broad gap of inequity and imbalances because they can evade such opportunities that allow them to exceed the classroom as well as their peers. The majority of the respondents agreed to 80.4 per cent (48.8+31.6) and 13 percent (6.0+13.9) disagreed. This applies.

The findings from this study stressed that income inequality impedes the academic success of rural learners. However, the education achievements of rural learners will increase dramatically in cases where the government can address this imbalance by implementing a suitable and effective policy. The table above is consistent with (NES, 2015) that the pursuit of Black and coloured education, particularly in South Africa, is dependent on revenue, but learners in lower-income groups have less chance of graduating high school and less likely than their White counterparts to pursue post-secondary education. However, the economic status of the household is a determinant of the academic achievement of the learners.

The learners with low socio-spatial status may be unable to complete their secondary school on account of the financial status of their background, while the learner's matching with good financial background would succeed academically. The research found that income inequality impedes a rural learner's academic performance, but that the educational attainment of rural learners can be substantially improved if the government can correct such disruption through a sufficiently effective and proper policy.

Decreasing the crime rate

The study indicates how to crime rate can also decrease immensely if there is eq distribution of income in the economy because this can motivate learners and buttress th performance academically



In these conditions, Levine (2009) was confirmed to have an extraordinarily high risk of abuse such as physical, sexual and emotional assault. All these factors raise the risk of impoverished learners forming mental health disorders. Despite their well-known effect on learners, there are colossal inequalities between learners who require and are currently treated for mental and physical health services. Over 50% of poverty learners expect mental health needs based on data from Burns, Phillips, Wagner, Barth, Kolko, Campbell & Landsverk (2004), but only 16% receive help from them. Moreover, austere and abrasive child parenting may lead to psychological burdens due to unemployed or lack of ample parental earnings. Poverty parents are also less familiar, less earnestly concerned for successful growth and less academic modelling (Magnuson, & Votruba-Drzal, 2009).

The absence of employment and attempts to find jobs often increases the possibility of family strife and induces difficult changes. The mental, emotional and educational demands of poor learners are often ignored (Wadsworth et al (2008). The results of poor negligent and unsuccessful parenting will worsen juvenile delinquency, inadequate and full education and poor health behaviours. Without proper guidance and education, the cycle of deprivation and abuse produces a continuum of

generational poverty and results in low academic performance. Furthermore, 79,6 percent accept that the redistribution of income would cut the crime rate in our society and improve the academic achievement of poor house learners since they have access to such basic needs. This is following the work of Witt (2012) who believes that their learning ability and academic accomplishments are important for home conditions and the way children are taught.

The findings however contradict Roorda, Koomen, Spilt & Oort (2011) and Kaufman & Sandilos (2016) which claim that the academic performance of learners depends on learner-teacher relations. It is sufficient to state that while the relationship between learner and teacher contributes to the academic success of learners, their connections with their home environments and their upbringings. The study shows that household poverty is negatively contributing to the self-confidence/esteem of the learners, impedes the capacity of the learners to learn and academically perform. The results of the study indicate that the impact of domestic poverty is monumental on learners' learning skills and academic performance and may lead learners to damage society as the rate of abandonment increases. Negative learners influence culture. Cooperation among all stakeholders is important in South Africa and particularly in rural areas especially to revisit the main root causes of poverty:

socio-economic instability, political turmoil, unequal wages, and unequal resource distribution in the region. The government should provide as many people as possible with more job opportunities.

Increasing revenue subsidies, such as subsidies, to give poor household learners necessities. The government must develop and enforce policies that make fundamental education compulsory for all learners irrespective of their socio-economic status. This allows more learners to attend school and thus increases social growth.

4.8 SUMMARY

In the chapter, the question on the impact of the household-poverty trap on the academic achievement of secondary school learners in Nongoma rural areas was addressed. The study looked at and analyzed the impacts of household poverty on the academic performance of secondary school learners and recommended steps for education policies and strategies to lessen the impacts of poverty on rural school learners' academic performance. The findings were examined on five subjects, financial resources limitations, diet and health concerns, sexual abuse/harassment, house/neighbourhood perceptions and stigmatization stereotyping. A summary conclusion and a recommended suggestion regarding the findings will be given in the next chapter, which will discuss the key research issues and the sun problem. Recommendations will also be proposed for further research.

CHAPTER FIVE

SYNTHESIS OF FINDINGS, DISCUSSION OF CONCLUSION AND RECOMMENDATION

5.1. INTRODUCTION

This concluding chapter established whether the data collected shed light on the research problem, and answer the sub-questions indicated in chapter one. A summary of findings on the impact of the household poverty trap on the academic performance of learners in rural secondary schools also is highlighted. It is confirmed in this chapter that the research problem has been addressed and the research aims achieved. The chapter also focuses on the conclusion drawn from the theoretical framework, the literature reviewed, the methodology of both quantitative and qualitative data presented and discussed in chapter four. Thereafter the recommendations which emanate from these findings were made for future studies on poverty and the academic performance of learners in the rural communities' schools. The recommendations would assist the government, NGOs, teachers, parents, religious leaders and other stakeholders to make informed decisions when dealing with learners from poverty-stricken households to enhance their academic performance. Matters requiring further research are also included.

5.2 SUMMARY OF THE STUDY

Chapter 1 contains the study introduction and guidance (see paragraph 1.1) which provides background information on the study, the explanation of definitions, research aims and goals, the methodology definition and field of study delimitation and conclusion. The first chapter demonstrates as well how household poverty impacts the quality of rural secondary school learners, such as absenteeism, dropout, malnutrition, stereotyping and stigmatization (see paragraph 1.2). Poverty plays a significant role in

restricting the growth and achievement of the heart desire of the learners of the poor home. This chapter also illustrates that changes in education sectors have been part of the state's education transformation since 1990. These changes include improving education to increase the labour market (see paragraph 1.2)

Chapter 2, which provides an overview of the trap of poverty (see 2.2), the concept and forms of poverty, a complex mechanism of poverty, history and the roots of poverty (see 2.3), also addressed philosophies that underlie the trap of poverty and its impact on academic (see paragraph 2.4). Poverty trap ideas have also been outlined (see paragraph 2.4). The researcher chose a theory that was acceptable and based on the theoretical views: the ecological theory of Urie Bronfenbrenner. The psychology and performance of learners in deprived economies are discussed by these viewpoints (see paragraph 2.4). This chapter also extrapolates the problems relevant to the trap of poverty from past and current times by unpacking poverty history and the root (see 2.5). This chapter also explored the origin of poverty and history (see paragraph 2.6.1).

The study shows that poverty is the explanation for learner labour, tranquillity and breakdown in homes and participation of learners as households tend to block the wheel of learners' access to learning (see subsection 2). Chapter 2 also notes that poverty hindered millions of rural learners' access to education despite concerted attempts to advance the cause. The chapter also described the financial constraint as an impediment to a learner's academic performance (see paragraph 2.7). (see paragraph 2.7). (see paragraph 2.7). The chapter addressed the world's poverty and South Africa.

Chapter 3 explains the research methods used by the researchers to obtain the impacts of the household poverty trap on high school learners in Nongoma in the Zululand District on academic results. This chapter will also address the nature of the study, including survey area delimitations, obtaining approval from the Department of Education to conduct research, respondents selection, research methods

(questionnaires), pilot studies, questionnaire administration, data processing and ethical consideration (see paragraph 31).

Chapter 4 focuses on evaluating, presenting and interpreting empirical evidence obtained through questionnaires and focus group interviews. A trained A-test user was performed and checked to score. Every item has its column assigned. The statistical tables were prepared based on answers to questions and presented in collaboration with brief reports based on review and interpretation of the results. This analysis consists of a series of data analyses. The full research project is reviewed in Chapter 5. It also includes a description of the results of the literature and an observational survey, along with a collection of suggestions that are hoped to solve defined problems (see paragraph 5.3).

5.3 Measures to Improve Academic Performance

A view that only the reforms in education and policy and our education policies are thoughtful, which will stop the growing proportion of public-school learners who are mainly from rural areas living in poverty. Confirming the equal financing of our nation's public schools regardless of geographical location or Zip Code and the growing national outcry for poverty normalization seems like good places to be initiated or imitated (A Spring Study of 2015, ASCD full-fledged children's symposium). That does not only upset education – studies have shown that a low sense of life system has significant health impacts in all fields, regardless of finances or access to healthcare.

Poverty, both for household and their children, has become a trap in recent decades. It's harder for a disadvantaged family to break free from deficiencies today and remain out of deficiency. In the present age, children born into poverty are more likely to inherit the economic status of their parents. To break the circle, all stakeholders in education, religious leaders, politicians, celebrities and the rich and influential person must put their hands on deck, assist and support households and learners living in perpetual need, is the only means by which quality education can break this hideous situation.

5.4 SYNTHESIS OF THE FINDINGS

This section discusses some significant results concerning the impact of the household poverty trap on Nongoma rural high school learners in the District of Zululand. The overview of the results is not exhaustive, but discusses only the important issues resulting from the analysis, as discussed below.

5.4.1 Stigmatization and stereotyping

In this study, poor learners were found to attend poor schools that are poorly resourced and sloppy, and that neglectful and carefree educators teach them. The educators also have an adverse attitude towards poor learners, which exacerbates their condition. Given the above, poverty entails stigmatization and derogatory assumptions. As a result, weak learners can feel disgraced and humiliated and have a difficult time trusting in their strength and ability. The researcher found that the high level of academic failure in rural schools was reported among learners because of dissatisfaction, demotivation and demoralization which led to poor academic performance.

5.4.2 Sexual assault and sexual violence.

The results of this study also showed that learners from poor households are also engaged in sexual survival strategies that benefit their basic needs, but endanger their lives and contract HIV/AIDS. There is a chance of infection due to the early onset of sex, trade and sexual violence, all precipitated by economic necessities, peer pressure and drug abuse. All these things convince the vicious cycle of poverty among learners to continue and lead to poor academic performance.

5.4.3 Low food and health problems

The educator interviewed and collected questionnaires stressed that lack of healthy food caused several health issues that could become chronic in many cases. Higher health problems among lower-income learners have led to greater absentia from

schools, retention, abandonment of schools and various disabilities which harm learning. The study showed adverse impacts on the learners' hearing span, faulty focus, poor retention memory, concentration issues and difficulties in attendance at school, motivation and academic performance. The cycle of poverty among poor learners is therefore difficult to break. This does not preclude the fact, however, that many learners, while coming from a poor household, have stamina and will remain excellent.

5.4.4 Financial restrictions / Constraint

The study shows that poor financial conditions have contributed to a loss of learners from rural schools. The findings of the interview with the focus group revealed that direct and indirect education costs posed a major obstacle to academic success in learners. The study found out that poor learners are unable to receive a quality education in their homes and have some basic education supports, and have been given a preference by rich people over poor household learners.

5.4.5 Low productivity and shortage of skill needed in the economy.

The poverty that impedes the student's academic performance also has produced low productivity and a lack of economic capacities to contribute to low growth and development. The study believes that education is vital to the production of human capital because it generates skilled and skilled employees. Money is the capital for creating more income, so therefore, dropout learners would be unacceptable if they have access to this bad academic achievement, which is meant to be an opportunity for them to avoid poverty. The key dependency of accumulation of capital on economic growth, marginal production of capital and population growth, technological progress and depreciation.

Since human capital is relevant to economic growth it would be fair to argue that the improvement of human capital is important in particular through education, both for economic growth and for sustained development. The study endorse the declaration

that access to education is funded by the development of human capital. This will ensure fairer growth and development by more access to education and more distribution outlets. Education can be considered an important factor in any country's development of human resources. That is because educated people are machine who shift the economy to a higher level

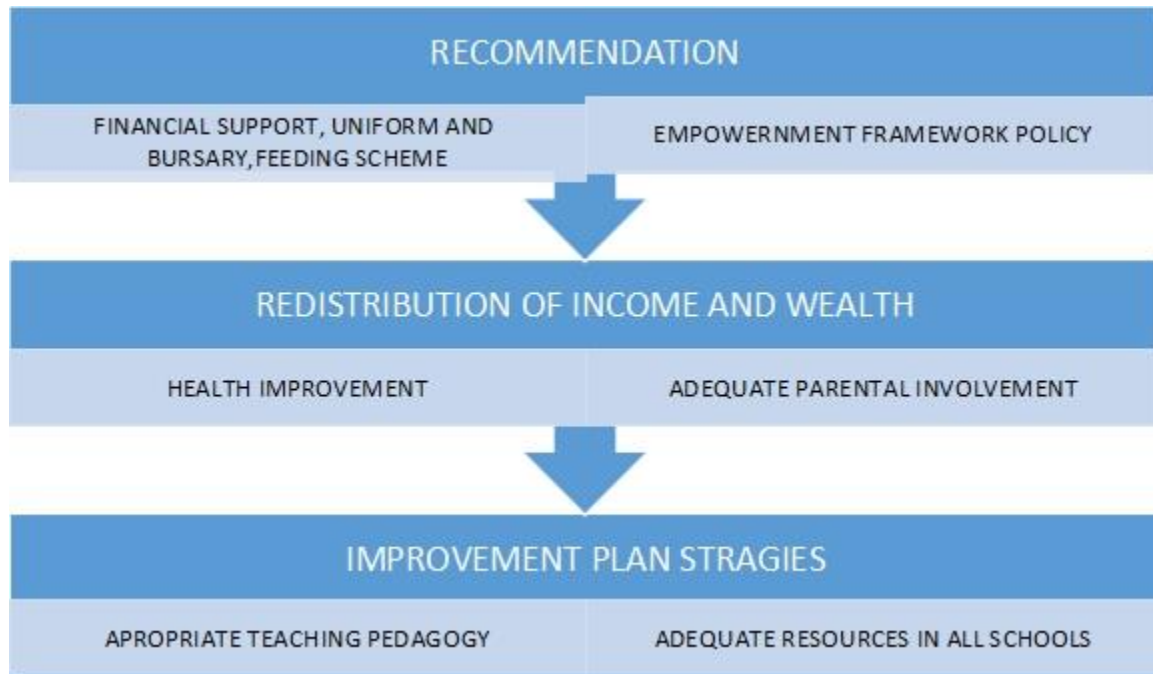
5.4.6 Increase in the level of criminalities

The research shows the contributing risks of poverty in victims' lives. Poverty is also associated with other stressors, such as drug and alcohol abuse, along with other illegal activities. Frustrations, suffering and tension are incomparable subjects to poverty levels. Such adverse feelings can lead to physical abuse and aggression. Under these conditions, the risk of physical, sexual and emotional violence is very high (Levine, 2009). All these factors increase the risk of mental health issues caused by mistreated learners as reported in an interview with the educator. Despite their well-known impact on learners, massive discrepancies between learners in need of and care for mental and physical health services have been identified.

In addition, the focus group interviewees also pointed to the fact that the low educational performance of poor householder learners was significantly influenced by the parents, poor parenting, decreased their serious concern for successful development and no academic modelling. The absence of work or labour efforts also raises the risk of family strife and creates problems. These stressors help neglect the mental, emotional and educational needs of poor learners. The impact on youth crime, bad, inadequate education and poor health actions can be exacerbated by negligent and ineffective parental lifestyle because of poverty.

The cycle of poverty and violence leads to generational poverty that leads to low academic achievements, without adequate guidance and education but the quality education can turn the hand of the clock and make our committee habitable and peaceful therefore reducing if not total elimination of poverty is a factor to be considered.

5.5 RECOMMENDATION



The consequences of poverty encountered by learners are important to resolve. Working with all stakeholders is important in South Africa and particularly in rural areas to review the key root causes of poverty, such as socioeconomic stability, political turmoil, unequal income and unequal resource distribution in the region. The government should provide as many people as possible with more work opportunities. Rising income subsidies such as subsidies for poor household learners to provide basic needs. The Government shall establish a strategy which, independently of its socio-economic status, will make basic education compulsory for all children. Policies and laws and a framework for the monitoring of learners' work and sexual abuses of the students should be developed.

Government and education can be awareness-raised and educated to benefit disadvantaged context learners. Poverty is a social issue that needs to be resolved by a school, family and community microsystem, mesosystem and exosystem. Poverty is

a social problem (political, ideology). Government to intensify more efforts in the provision of teaching and learning material resources

The parent -learners partnership should be more encouraged to improve educational performance

5.5.1 Recommendation for further study

The effect of the economic condition in the household on the learner must be discussed. The benefit study of household poverty factors would be useful to discuss further. Quantitative and quantitative research is also needed on secondary school learners on the impact of substance abuse on the academic performance of poor home learners. The impact of teaching behaviours on the academic performance of rural high school learners also needs to be examined. Finally, while it is important to recognize the underlying challenges that influence learners' anxiety, it is important to consider why many learners who are subjected to this kind of danger manage to get past them.

5.6 CONCLUSION

This study shows evidence for the impact of the household poverty trap on secondary school learners in Nongoma Circuit in Zululand District and suggests sound education policies, initiatives and solitude reduce the impact of poverty on the academic performance of poor household learners. The study found that poverty impacts and has determined accomplishments for learners' cognitive development in many contexts, including family, neighbourhood and education. Many learners have been deprived of the schools due to poverty-related variables such as socio-economic financial constraints, poor mental and physical health, violence, substance and alcohol abuse, stigmatization and marginalization, behavioural and socio-emotional issues, and delays in growth.

Home-based variables such as the absence of light, restricted homework space, unnecessary homework, the lack of learning opportunities and helping parents harm the academic performance of the learner. The study found that financial restrictions, economic backgrounds and standard of education are compounded in disadvantaged schools. The stereotypical impact and social satisfaction impaired the self-confidence of the learners, which contributed to a high level of school failure.

In this study, the researchers also concluded that despite the detrimental impact of poverty on academic results, poverty cannot be used as a justification for educational practitioners to demand less from learners from poor households. It is true, however, that they come to school with many problems and difficulties that impact their academic performance. Educators, leaders and all stakeholders need to concentrate on learners to find ways of helping them to solve these obstacles and make the most of the education they can. Denying access to education to a certain community of learners. Denying the right to education for many learners undermines attempts to meet the Millennium Development Goals, which are deliberately accepted. Your education will probably be your one chance of breaking the cycle of poverty and escaping it. Therefore, it is one of the best reasons for all learners to excel.

In light of this, the learners raised in families with low incomes risk academic and social problems, as well as poor health and well-being which in turn undermine their education. Poverty seems a disease that profoundly and seriously affects learners' academic performance. Poverty has an eminent effect on the origins of predicted outcomes and results, which indicates that poverty significantly leads to the inability of learners to attain their academic achievements. As a result, over time massive public examination failures have occurred in the majority of rural schools. It is important to explore ways to enhance school learners' academic performance and improve economic growth and development both in Nongoma and throughout the world.

The results of this study will be of great benefit to policy planners, curriculum planners, international organizations, non-governmental organizations, and many others. Poor

communities and rural schools indeed require particular support in setting up schools, encouraging parents and training school educator. Poverty can be minimized only by promoting education in the region. Education is an instrument that will undoubtedly lead to addressing poverty nationally and internationally. Despite the huge impact of poverty on learner education and development, some educators pointed out the academic success of a large number of learners in low-income families.

The research is primarily based on the ecological theory of Urie Bronfenbrenners. The researcher not only focused on the home and household of the learner but also on the larger society. A recommendation seeks alternative solutions as a way to overcome the plight of learners at home who are socially and economically deprived.

5.7 THE LIMITATION OF THE STUDY

Unfortunately, in the term, when educators were very busy completing the curriculum the process of data collection was started. Hectic and costly services in high schools resulted in the researcher often not being able to take on the expected respondents. However several visits were made to schools to obtain relevant information from educators and learners. Interviews were performed time and time again with target educators before the researchers could keep together the 5 educators and the interview was completed, with sufficient data obtained. It was a serious and task able task. The principal also poses a big obstacle for learners as questionnaires are circulated.

The researcher faced significant challenges in answering these questionnaires, but particularly the odds, they were finally collated. There were also time restrictions against the activities of the researchers. This study focuses on only five secondary schools in the Nongoma circuit, given that time and resources are limited. To ensure the results were accurate and authentic, the selection of five schools and grades was carried out carefully and deliberately.

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Appendix A

Questionnaire

**TO BE ANSWERED BY LEARNERS IN THE HIGH SCHOOLS IN NONGOMA
CIRCUIT IN ZULULAND DISTRICT**

DEAR LEARNERS

1. Please complete the following questions as accurately as possible.
2. Indicate your answer by means of a cross (X) in the appropriate space or block.
3. Please remember that all information you provide will be strictly kept confidential, therefore do not write your name or name of your school on this questionnaire.

Thank you for your co-operation.

Mr. IWALOYE B. O (DOCTORAL STUDENT)

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3886

.....

SIGNATURE

SECTION A BIO-DATA

Grade of the learner.....

Subject stream.....

SECTION B

Effect of Household poverty trap learner's performance in the secondary schools in Nongoma circuit in the Zululand District.	STRONGLY AGREE 3	AGREE 2	DISAGREE 1	STRONGLY DISAGREE 0
Poverty trap is one of the main causes of poor performance in the rural secondary schools in Nongoma circuit of Zululand District.				
I can excel academically no matter the kind of household I come from				
The relationship between me and the environment I grow up with will determine my academic outcome.				
Poverty trap increase the level of absenteeism in my rural secondary school and eventually contribute to mass failure at the matric examination				
Poverty trap lead to low self-esteem of the learners in our rural secondary school which resulted in school drop-out.				
Poverty trap create a wide range of differences between the learners of low income and the children that are born with a silver spoon and this create huge differences				

in both mental , accuracy and physi differences between the group				
The understanding of poverty trap and effect allow me to have a clear picture learners better performance in urban scho compared to learners performance in t rural schools				
Government intervention for both rural a regional development through n economics policy can improve t performance of learners in the rural areas				
Bridging the gap of social econo imbalances can alleviate poverty a improve learners performance in t secondary schools				
The crime rate can also decrease immens if there is equal distribution of income in t economy because this can motivate learne and buttress their performan academically..				

ADDITIONAL COMMENTS

Appendix B

Focus Group

Mr IWALOYE B . O (DOCTORAL STUDENT)

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SIGNATURE

Focus group interview schedule: the participants are the educator.

The purpose of this interview is to elicit your responses on **IMPACT OF HOUSEHOLD POVERTY TRAP ON THE ACADEMIC PERFORMANCE OF THE RURAL SECONDARY SCHOOL LEARNERS IN NONGOMA CIRCUIT IN ZULULAND DISTRICT**. Any information provided by you will be kept anonymous.

SECTION A BIO-DATA

1. Qualification
2. Years of teaching experience
3. Grade Taught.....

Instructions

Please read each interview question carefully and respond appropriately in the spaces provided. All information provided will be strictly kept confidential; therefore do not write your name or name of your school on this instrument.

INTERVIEW QUESTIONS

1. In your own understanding, describe poverty, poverty trap and its causes in our communities.

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2. Briefly analyse how poverty trap impact the academic performance of secondary school learners?

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3. Base on your experience as an educator, what are symptoms of poverty that limit learners from economically disadvantage home from performing well in the classroom like their counterpart from affluence home?

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4. According to your opinion, kindly tell us the causes of these syndrome among the learners in the secondary schools ; Absenteeism and school dropout , low self-esteem , delinquency and criminality behavior ?

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5. Did you agree to the assumption that there is disparity between learners in urban areas and learners in the rural community? Motivate your answer?

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6. What is the relationship of household poverty trap and academic performance of learners in the rural secondary schools?

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7. To what extent is the household poverty trap influence the learning outcome of learners most especially in the rural secondary schools.

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8 How do you assist or help the learners from economically disadvantage home to achieve their dream of doing well academically as an educator?

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9 .What are the challenges facing you as an educator in teaching learners from low income household?

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ADDITIONAL COMMENTS

Appendix C

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant) (learners and educators)

Project Title: The impact of household poverty trap on learners academic performance in rural secondary schools in nongoma in the Zululand district.

The researcher is registered for the Doctor of Education (D.Ed.) degree at the University of Zululand, Department of human and social sciences. The nature and the purpose of the research project and this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of this study is to investigate the impacts of the household poverty trap on the academic performance of learners in Nongoma rural secondary schools in the Zululand district.
2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards the improvement of teaching and learning of English and Mathematics in primary school.
4. I will participate in the project by participating in an interview related to the impact of household poverty trap and academic performance of learners in the rural schools in Nongoma communities .

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participants

b. the following steps have been taken to prevent the risks: consideration of ethical issues.

c. there is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by me IWALOYE BUNMI OMONIYI from the following mobile number and email: 0784706766 or email: iwaloyebunmiomoniya@gmail.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

Faculty of Education

20 April 2020

The Director

Department of Basic Education

Zululand District Vryheid

Dear sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN RURAL SCHOOLS IN NONGOMA CIRCUIT

I am currently employed as an educator in one of the private school in Zululand District of KwaZululand Natal province and currently a registered Doctorate student from the University of Zululand within the Department of Human and Social sciences. The title of my research project is : **The impact of household poverty trap on learner's academic performance in rural secondary schools in Nongoma in the Zululand district.** I wish to seek permission to conduct research in your schools. The educator that teach key subjects such as Economics ,Accounting,Geography , Mathematics , Physical sciences etc .will be used as participants and learners from Grade 10 to 12 from the commercial and science stream are my target participants .

The learners will answer questionnaires while the educator will response to focus group interview. The researcher will interview these educators to collect data that will help the researcher to collect in-depth information regards the study

The researcher will schedule an appointment with these educators and learners to conduct interviews and answer questionnaires at a convenient time that will not disturb the school functionality.

I hope the findings of this study will benefits and assist the Department of Basic Education and Nongoma Circuit to improve the performance of these learners in the National examination and KwaZulu Natal Province when rating the performance of the learners in the National Examination every January of the year. Also the study will help in better understanding of poor performance of the learners in most of our rural schools and develop an improvement plan to assist these learners.

Yours Faithfully

IWALOYE BUNMI OMONIYI

0784706766

Email : iwaloyebunmiomonyi@gmail.com

Dr B.T Gamede

(Supervisor)

0827342454

Appendix E



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:24/8/1500

Mr B.O Iwaloye

Department of Human and Social Science
Dear Mr Iwaloye

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE EFFECT OF HOUSEHOLDS POVERTY TRAP ON LEARNERS PERFORMANCE IN SECONDARY SCHOOLS IN ZULULANDS DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 10 April 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(SEE SCHOOLS LIST ATTACHED)

Dr. EV Nzama
Head of Department: Education
Date: 10 April 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 347 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzndoe.gov.za
Facebook: KZNDOE... • Twitter: @OBE_KZN... • Instagram: kzn_education... • Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

Appendix E

SILVEROSS ACADEMIC CONSULTANT

Contact: Silveross Consultants, Tel: +27719006400, +27738991321/andyransey@gmail.com

Academic Research Consultants and Services

...Academic excellence through information

TO WHOM IT MAY CONCERN

Dear sir/ madam

EDITOR'S REPORT ON MR IWALOYE BUNMI OMONIYI'S DOCTORAL THESIS

This is to confirm that I edited Mr Iwaloye Bunmi Omoniyi on "***THE IMPACT OF HOUSEHOLD POVERTY TRAP ON LEARNERS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN NONGOMA IN THE ZULULAND DISTRICT***".

In the editing of this proposal, I focused on the general linguistic elements and also on the structural aspects. On the language, my specific focus was on aspects like sentence structure, grammar/syntax, and spelling. I also made suggestions where observed, on the most appropriate punctuation mark in which case, the candidate's chosen mark might have to be replaced by another, depending on the context of the sentence. The structural recommendations I made related to the paragraph, the use of upper and lower case, or the need to attend to a particular citation and/or referencing error, and the overall arrangement of the entire document for alignment purpose.

I found the candidate's writing to be generally mature, and trust that the editing work that has been done further enhances the overall quality of the dissertation.

Sincerely,

Consultant

(SILVEROSS)

2021-04-28

SILVEROSS ACADEMIC CONSULTANT

Services: Editing, data analysis, professional proofreading, proposal writing, developing thesis, book chapters, academic referencing, paper peer review, thesis preliminary review, conference presentation, writing paper/article, student paper, research assistant/data collection and drafting of professional resume and cover letter

