The Nigerian Educational Psychologists Vol. 22 No. 1, August, 2025. pp. 313-327

POVERTY AND ILL-HEALTH AS FACTORS MILITATING AGAINST THE EDUCATION OF THE NIGERIAN CHILD AS PERCEIVED BY SECONDARY SCHOOL STUDENTS IN OWERRI MUNICIPAL

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Abstract

Poverty and ill-health are often intertwined. Poverty can lead to poor health outcomes due to inadequate nutrition and lack of access to healthcare, while ill-health can further impoverish families by increasing healthcare costs and reducing income. This creates a vicious cycle that disproportionately affects children and their access to education. This study investigated poverty and ill-health as factors militating against the education of the Nigerian child as perceived by secondary school students in Owerri Municipal. The study design was descriptive survey. The target population of the study was 8,560 secondary school students in Owerri Municipal. The instrument used for data collection was structured questionnaire. The sample size used for the study was 865 students which represents 10% of the study population. Data were collected through questionnaire on whether poverty of parents affects their ward's performance in examinations, whether ill-health of students affects the quality of schools they attend, and the level of education ultimately attained. Analysis was done using mean statistical tool for the research questions while chi-square was used to test the hypotheses at 0.05 alpha levels. The findings reveal that ill-health of students and poverty of parents negatively affects their ward's academic performance, the quality of schools their wards attend and the level of education ultimately attained. Recommendations were made inter alia that government should establish a social welfare scheme for students of the poor and needy.

Keywords: Poverty, Ill health, Education, Nigerian and Child.

Introduction

The existence of creatures in pairs exemplifies the beauty of nature in creation. For instance there is the existence of real world and abstract world, the up and down, male and female, the tall and short, the beautiful and ugly, the young and old, the good and bad, richness and poverty etc. Giving explanation to the concept of poverty therefore, one would say that it is a condition whereby the person or nation being

described is poor. Hornby (2021) defines poverty as the state of being poor, a lack of something; poor quality. Also the World Bank (2017) defined poverty as the inability to attain a minimal standard of living. Three poor families in three countries viz Ghana, Peru and Bangladesh were compared in a poverty study by the World Bank and their findings led to the conclusion that they lived under socio-economic conditions viewed as similar. Those conditions include lack of education, landlessness, acute vulnerability to illness and seasonal hard times which affected all of them in varying degrees. The varying degrees are akin to researchers' problem of trying to establish a fixed standard against which to measure poverty. Against this back drop, it has been established that there is relative poverty and absolute poverty.
Absolute Poverty is viewed by Njoku (2015) as "deprivation of resources that is life-threatening. It is the more serious, if solvable, human problem". Absolute poverty is often known as subsistence poverty since it is based on assessments of minimum subsistence requirements. In line with the above view, the United Nations (2015) defined absolute poverty as "a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services". Also Abercrombie, Hill and Turner (2020) posit that absolute poverty occurs "when people fail to receive sufficient resources to support a minimum of physical health and efficiency, often expressed in terms of calories or nutritional levels".

Healthy and well-motivated students are more likely to fully participate in the learning activities in school, excel and live a productive life in the future. As student's health is arguably a significant factor in the learning process. Physically or psychologically unfit students may not be able to fully engage in the school activities with consequent poor academic performance in the long run (Okpala, 2009; Sen 2010). There is a complex relationship between student's health and academic performance; with poor health often negatively affecting students" attendance, ability to learn in school and examination grades. Ill health among students affects their growth, retard mental development, and reduce motivation with consequent reduction in their ability to take advantage of learning opportunities at school.

Previous school-based studies show that a negative correlation exists between certain health problems and academic performance of students at various levels (Okpala, 2009). Overweight students often have lower grade point averages, while undernourished students have been shown to experience more health problems with consequent decreased attendance, attention, and their overall academic performance compared to their optimum weight colleagues. Academic performance of students

will likely improve when students with health problems are identified and treated effectively.

On the other hand, relative poverty is seen as universal and it refers to deprivation in relation to the greater resources of others. The proponents of relative poverty are of the view that a definition must relate to the standards of a particular society at a given time. In other words, the rate of affluence of a society will determine the yardstick for categorizing some people as poor hence different from other members of the society (Haralambos, Holborn, Chapman and Moore 2013: Njoku 2015). It is therefore understandable that definitions of poverty cannot be static if it is based on relative standards especially in a dynamic world. In such consideration, what used to be luxury in the time past, may become a necessity in the present time.

At this juncture it is pertinent to state that whether relative or absolute, poverty is state of being poor. And for the purpose of this paper, we shall rely more on the absolute poverty hence poverty line or level would be explicated. According to Hornby (2021) poverty line also known as poverty level is "the official level of income that is necessary to be able to buy the basic things you need such as food and clothes and to pay for somewhere to live". This was in line with World Bank definition of extreme poverty as living on less than $1.90 per day, based on 2011 purchasing power parity (PPP). This threshold is used to track and monitor global poverty rates, particularly in low- and middle-income countries. It represents the average poverty line of the 15 poorest countries in the world, reflecting what $1.90 could buy in the US in 2011. The World Bank also reports on higher poverty lines, such as $3.20 and $5.50 per day, which are more relevant to lower- and upper-middle-income countries, respectively (WHO, 2020).

In Nigeria, majority of the citizens are living in poverty with regards to the state of the economy and the living standard of the populace. A pointer to the above assertion is the Nigeria's misery index which is exemplified in the increased unemployment, poverty rate, loss of global competitiveness and extremely high exchange rate of over ₦1530/$1 (One thousand five hundred and thirty naira per dollar). The misery index as at December, 2024 stood at 49.5%, Nigeria is said to be the fourth most miserable country in the world (Okereocha, 2016).

Having established the fact that poverty is ravaging Nigeria, it becomes imperative that the causes of poverty be unraveled. Njoku (2015) outlined the causes of the increasing poverty in Nigeria as follows: increasing problem of scarce resources, impact of environmental degradation, problem of unemployment, decline in agricultural production, illiteracy, poor implementation of programmes, decline in the

value of Naira, lack of access to capital for investment, lack of basic skills, widening gap in the incomes of the rich and poor citizens, impact of globalization and low prices of cash crops in international markets.

Having outlined the causes of poverty in Nigeria, it is pertinent at this juncture to discuss the concept of academic attainment. Attainment is synonymous with achievement. Achievement refers to a thing that somebody has done successfully as a result of his own effort and skill. From the above explication it becomes clear that attainment is the success in achieving something. Academic achievement is the extent to which an individual performs in a given academic task. The performance most often is related to the height one reaches in the line of academics. In support of the explanation of academic achievement, Okereocha (2016) considered it to be "an individual's performance in class tests as well as the level of education ultimately attained". This definition makes it more understandable that it refers to whatever the individual performance in class tests or examinations and also the highest level of education the individual has acquired. Since society is made up of the rich and the poor and both are free to aspire to any level of education, the researchers therefore deem it necessary to investigate if poverty inhibits an individual's educational attainment (Njoku, 2015).

Statement of the Problem

Ordinarily, society is free and open to its members. In order to actualize this ideology, Nigeria enshrined it in her five main national goals–a free and democratic society, a just and egalitarian society, a united, strong, and self-reliant nation, a great and dynamic economy, and a land full of bright opportunities for all citizens World Bank 2017). To ensure the achievement of this all important national goal, Universal Basic Education was launched. According to the Federal Republic of Nigeria, FRN (2014) "Basic education shall be of 9- year duration comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory".

Besides, the school is open to all and the same curriculum is made for all the schools yet some perform excellently while others perform below average. Moreso, it is alleged that some individuals or students end up their career at the 3 years of junior secondary school. Even, those that continue in the senior secondary school find it difficult to finish. Most of them do not register for Senior School Certificate Examination, SSCE conducted by both the West African Examination Council (WAEC) and the National Examinations Council (NECO). It is equally on record that performance in these examinations has been poor for over a decade, this supported by research and reports indicating a consistent trend of low pass rates and

declining standards in various educational contexts, particularly in public examinations like WAEC in Nigeria. This poor performance is a recurring issue, with multiple stakeholders expressing concern and seeking solutions. Furthermore, it is alleged that out of 1.9 million students that attempt the Unified/Tertiary Matriculation Examination UTME conducted by the Joint Admissions and Matriculation Board (JAMB) in 2025, 1.5 million scored below 200. What then is the cause of all these? Could it be effect of poverty and ill-health? The researchers are concerned with these negative development hence the decision to embark on this study. In recent years, it has been a controversy that if the poor status of any society or nation, even family can really have an impact on the students' educational performance. Studies like (Abercrombie, Hill & Turner, 2020) indicates poverty and ill-health significantly hinder the education of Nigerian children by limiting access to resources, impacting physical and mental development, and creating a cycle of disadvantage. Poverty often prevents families from affording basic necessities like food, healthcare, and school-related expenses, leading to malnutrition, poor health, and ultimately, school dropout. Ill-health, whether due to poverty or other factors, further exacerbates these issues, affecting a child's ability to learn and attend school regularly (World Bank, 2017). In view of this, the study intends to examine the effects of poverty and ill-health as factors militating against the education of the Nigerian child.

Aim and Objectives

The aim of the study is to unravel the effects of poverty and ill-health as factors militating against the education of the Nigerian child as perceived by secondary school students in Owerri Municipal. Specifically the study is to:

1. Find out whether poverty and ill-health influence students' performance in class tests and examinations.
2. Ascertain whether the quality of school a child attends is dependent on the parents' income
3. Determine whether the level of education ultimately attained by the child is influenced by his parents' income.

Research Questions

The following research questions were formulated to the guide the study in achieving its objectives thus:

1. Does poverty and ill-health militate against the education of the Nigerian child as perceived by secondary school students in Owerri Municipal affect student's performance in class tests and examinations?
2. Does poverty and ill-health influence the quality of education of a Nigerian child as perceived by secondary school students in Owerri Municipal?

3. Does poverty and ill-health influence the level of education ultimately attained by the child?

Hypotheses

Ho_1: There is no significant relationship between poverty and ill-health and the students' performance in class tests/examinations

Ho_2: There is no significant relationship between poverty and ill-health and the quality of school the students attends.

Ho_3: There is no significant relationship between poverty and ill-health and the level of education the child ultimately attains.

Literature Review

Concept of Poverty

Although poverty is one of the most familiar and enduring conditions known to humanity, it is an extremely complicated concept to understand. Some researchers view it as a reaction to the stress of being poor, whereas others perceive it as a process of adapting to the condition of poverty. Poverty is a state or condition in which a person or community lacks the financial resources and other essentials for a minimum standard of living. Poverty-stricken people and families might go without proper housing, clean water, healthy food, and medical attention.

The concept of poverty has been a subject of debate for many centuries. The conceptualisation and definition of poverty have led to the formation of strategies to alleviate poverty. It is therefore important that concepts, definitions and measurements of poverty are applicable to the society in which they are applied (Hornby, 2021). Poverty is a continuous problem which has presented political and ethical challenges to societies. It is a familiar word which everyone thinks he/she understands. Specifically, however, the meaning attached to the word poverty depends upon the basic concept people have of it. Poverty is experienced in different ways, leading to different meanings and their impact on an accurate definition (Musbau, 2017).

Concept of Ill-Health

Ill-health is a condition of inferior health in which some disease or impairment of function is present but is usually not as serious in terms of curtailing activity as an illness. Health is a condition of the body, mind, and spirit where an individual remains free from illness. **Illness** is a subjective term referring to an individual's experience of mental and physical sensations or states, and may not necessarily indicate the presence of disease. Similarly, wellness is an active state, including living a lifestyle that promotes physical, mental, and emotional health. Physical

health is critical for the overall well-being and can be affected by lifestyle, activity level, diet, and behavior. The highest attainable standard of health is a fundamental and universal human right. Also, World Health Organization (WHO) defines ill health as an abnormal condition or feeling of being unhealthy. Hornby (2021), it encompasses both physical and mental states where an individual experiences a disturbance in their well-being, and it is often characterized by the presence of disease or other impairments. WHO's broader definition of health, which includes physical, mental, and social well-being, provides context for understanding ill health as the absence or impairment of these dimensions. Ill health is not just a physical condition; it also involves mental and social aspects, such as mental disorders or social isolation, which can negatively impact overall well-being (FRN, 2014).

Relationship between Poverty and Ill-health

Ill-health causes poverty by interfering with the acquisition, utilisation and retention of human capital and by forcing the painful sacrifice of basic necessities to pay for healthcare. Ill-health in childhood can disrupt education, lowering lifetime earnings potential. Health conditions can constrain human capital even earlier through in utero nutritional deprivation and maternal stress and health behaviours, such as smoking. A health shock in adulthood can reduce work capacity, temporarily or permanently. Via these routes, ill-health may push income (further) below a poverty threshold. Without adequate health insurance or access to public healthcare with little or no user charges, ill-health can also cause poverty through out-of-pocket spending on healthcare that leaves insufficient household resources to reach a decent subsistence, even standard of living. Risk-related health insurance premiums may impoverish the chronically ill.

Poverty, in turn, causes ill-health. Deprivation of nutrition, hygiene and shelter lowers protection against disease. Medical treatment cannot cure disease if it is unaffordable and forgone. This vicious circle can leave sick and disabled people trapped in poverty. Escape requires access to affordable and effective healthcare (Ebong, 2012).

Ill-health in childhood can cause poverty in that phase of life by constraining parental work and through medical expenses that squeeze out spending on other necessities. In the other direction, childhood poverty can have immediate and delayed negative impacts on health through deprivation of nutrition, healthcare and other inputs into health production that are needed to build resilience against disease. Without necessarily going via childhood poverty, childhood illness that becomes persistent can leave vulnerability to poverty throughout adult life.

Methodology

Descriptive survey design was employed to unravel the influence of poverty and ill-health as factors militating against the education of the Nigerian child as perceived by secondary school students in Owerri Municipal. The population for the study is 8,560 members of youth clubs/associations in Owerri Municipal. Owerri Municipal is a Local Government Area in Imo State, Nigeria. Its headquarters is in the city of Owerri. It has an area of 58 km² and a population of 127,213 according to the 2006 census. The sample size used for the study is 865 which represent 10% of the study population. The study employed a descriptive research design which is used to explore, systematically describe the characteristics of a population or phenomenon. The instrument for data collection is a structured questionnaire designed by the researchers. It was a12item instrument designed in a four point Likert scale responses of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The instrument is made up of two sections. Section 'A' elicited the respondents' bio-data while section 'B' elicited information on the research questions. The researchers personally administered the instrument and also retrieved them accordingly. The instruments were face and content validated by the researcher in which the necessary corrections made will be affected before the final copies are produced for administration. The reliability of the instrument will be guaranteed through the use of test retest reliability method. The data collected were analyzed using mean statistical tool for the research questions and chi-square statistic for the hypotheses.

Results

Research Question 1: Does Poverty and ill-health affect students' performance in class tests/examinations in Owerri Municipal

S/N	ITEMS	SA	A	D	SD	TOTAL	$\bar{X}$	DECISION
	Do you agree that the following are effects of poverty and ill-health on students' class tests/ Examinations							
1	You do not have books to read	298 (1192)	342 (1026)	150 (300)	75 (75)	865 (2593)	3.0	Agree
2	You are overburdened with Domestic chores	254 (1016)	376 (1128)	112 (224)	123 (123)	865 (2491)	2.9	Agree
3	The home environment you live Is unconducive for learning	283 (1204)	301 (849)	156 (312)	125 (125)	865 (2490)	2.9	Agree

4	Your parents could not afford to pay for extra-mural classes	266 (1064)	356 (1068)	92 (184)	151 (151)	865 (2467)	2.9	Agree
	Grand mean						2.9	

Table1: Poverty and Ill-health affects Students' Performances

It is clear from the table above that items 1, 2, 3 and 4 have the mean score of 3.0; 2.9; 2.9 and 3 respectively. The grand mean is 2.9 which is above the benchmark of 2.5. This implies that poverty affects performance in both class tests and examinations.

Research Question 2: *Does poverty and ill-health influence the quality of schools the students attend?*

Table 2: Poverty and Ill-health Influence the Quality of School the Students Attend.

S/N	**ITEMS**	**SA**	**A**	**D**	**SD**	**TOTAL**	$\bar{X}$	**DECI-SION**
	Do you agree that poverty and ill-health influence the quality of schools the students attend in the following ways.							
1	My school lack laboratories	284 (1136)	426 (1278)	93 (186)	62 (62)	865 (2662)	3.1	Agree
2	We lack both library and ICT Facilities	331 (1324)	387 (1161)	80 (160)	67 (67)	865 (2712)	3.1	Agree
3	Most of the teachers are non-Professionals	260 (1040)	356 (1068)	101 (202)	148 (148)	865 (2458)	2.8	Agree
4	Each class is usually Crowded	226 (904)	334 (1002)	155 (310)	150 (150)	865 (2366)	2.7	Agree
	Grand mean						**2.9**	

The data analysis above established that items 1, 2, 3 and 4 have the mean scores of 3.1; 3.1; 2.8 and 2.7 respectively. On the other hand, the grand mean is 2.9. The implication of the above figures is that poverty and ill-health influence the quality of schools the students attend.

Research Question3: *Does poverty and ill-health affect the level of education ultimately attained by the students?*

Table 3: Poverty and Ill-health affect the level of Education

S/N	ITEMS	SA	A	D	SD	TOTAL	$\bar{X}$	DECISION
1	Do you agree that poverty and ill-health affect the level of education ultimately attained by the students in the Following ways.	214 (856)	396 (1188)	111 (222)	144 (144)	865 (2410)	2.8	Agree
2	Due to parents' poverty some students could not register for senior school certificate exams.	237 (948)	383 (1149)	147 (294)	98 (98)	865 (2489)	2.9	Agree
3	Most SS3 students may not obtain UTME forms because Their parents cannot afford it.	250 (1000)	275 (825)	143 (286)	197 (197)	865 (2308)	2.7	Agree
4	Many students drop out of school due to inability to pay School fees	226 (904)	298 (894)	141 (282)	200 (200)	865 (2280)	2.6	Agree
	Grand mean						**2.8**	

It is observed from the figures above that items 1, 2, 3 and 4 respectively have mean scores of 2.8; 2.9; 2.7 and 2.8. The responses were all positive and are above the benchmark of 2.5 for the decision rule. This suggests that after poverty and ill-health influences the level of education the child ultimately attained.

Hypotheses

Ho_1: There is no significant relationship between poverty and ill-health and students' performance in class tests/examinations.

Table 4: Chi-square statistic test of relationship between poverty and ill-health and students' performance in class tests/examinations.

Variables		N	df	Sign/L	X^2-cal	X^2-tab	Decision
Poverty and ill-health	Academic performance	865	9	0.05	132.04	16.92	Rejected

At 0.05 level of significance and 9 degree of freedom, x^2-cal is 132.04 and x^2-table is 16.92. Since x^2- calculated is greater than x^2-table, the null hypothesis is therefore rejected, and the alternate hypothesis is accepted. This implies that academic

performances of secondary school students in Owerri Municipal are affected by poverty and ill-health

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Ho_2: There is no significant relationship between poverty and ill-health and the quality of school the studentsattend.

Table 5: Chi-square statistic test of relationship between poverty and ill-health and the quality of schools the students attend.

Variables		N	df	Sign/L	X^2-cal	X^2-tab	Decision
Poverty and ill-health	Quality of school	865	9	0.05	221.88	16.92	Rejected

At 0.05 level of significance and degree of freedom of 9, the x^2-calculated is 221.88 and x^2 table value is 16.92. Since x^2- cal is greater than x^2table value, the null hypothesis is therefore rejected and the alternate hypothesis is accepted. This implies that there is a significant relationship between poverty and ill-health and the quality of schools the students attends. In other words, poverty and ill-health affects the quality of schools the students attend.

Ho_3: There is no significant relationship between poverty and ill-health and the level of education ultimately attained by the students.

Table 6: Chi-square statistic Test of relationship between poverty and ill-health and the level of education the students ultimately attain.

Variables		N	df	Sign/L	X^2-cal	X^2-tab	Decision
Poverty and ill-health	Education ultimately attained by children	865	9	0.05	164.84	16.92	Rejected

At 0.05 level of significance and degree of freedom of 9, the x^2 calculated is 164.85 and x^2 table value is 16.92. Since x^2 calculated value is greater than x^2 Table value, the null hypothesis is therefore rejected and the alternate hypothesis is accepted. This implies that there is significant relationship between poverty and ill-health and the level of education the students ultimately attain. This means that poverty and ill-health affect the level of education the students ultimately attain.

Discussion

The first finding of the study is that poverty and ill-health affects students' academic performances in both class tests and external examinations. The study revealed that poverty manifests in lack of books to read, students overburdened with domestic chores, home environment unconducive for learning and inability to

afford to pay for extra-mural classes. Inability of parents to buy books for their wards to read results in serious setback for the students' academic performance. The above assertion is supported by Okeke (2022) who pointed out that "the differences in socio-economic status of parents also create differences at the rate parents meet with both material and financial requirements for their children's academic success in school". Also, the children from poor homes are often overburdened with domestic chores. Some are asked to hawk acamo, acra, kerosene, etc. in the morning before going to school. This is mainly to support the family economy. This could result in lateness to school and also affect the rate of class attendance. Besides, most home environment of the poor is not conducive for learning. Such homes usually lack good reading table and chair, the children sit on the ground to read and write. They also lack computers and other basic requirements necessary for studying (Ebong, 2012). Moreso, the home environment where the poor live may not be an enlightened environment and as such may not be encouraging academic hard work. It is equally glaring that the poor hardly have spare money to engage a private teacher to teach his child after school or to enroll for extra-mural classes. All these negatively affect the child's academic performance.

The study also reveals that parents' income influence the quality of schools the students attend. The finding of the study is that most of the schools attended by the children of the poor lack laboratories, libraries, Information and Communication Technology (ICT) facilities etc. Some of the teachers are non-professionals, and the classrooms are usually overcrowded. It is understandable that most of the poor dwell in rural areas with their children. The finding of this study is therefore given credence by Okeke (2022) who posits thus:

> *Poor academic performance of children in the rural areas could also be attributed to insufficient qualified teachers in these areas. Lack of basic infrastructure in schools such as study-tables, libraries, laboratories of different types, residential accommodation for workers and other essential social amenities including pipe-borne water, water-system toilet, electricity and good roads will discourage many qualified staff to settle their comfortably pp 78.*

Also the UNESCO recommendation or standard of 30 students per teacher is not practiced in most of the schools and more of the students in such schools are children from low socio-economic background.

Furthermore, the finding of the study is that parents' poverty influences the level of education ultimately attained by their wards. Some students from poor background could not obtain Junior Secondary School Certificate because there was no money to register for the examination. Some students suffer the same fate in the Senior Schools Certificate Examination registration. It therefore follows that some students from poor background end up their education career in JSS3, some at SS3, some cannot obtain form for Unified Tertiary Matriculation Examination (UTME) while some dropout of school at either JSS1, JSS2, SS1 or SS2. The above findings is supported by Musbau (2017) as he posits that" indeed poverty not only lies at the heart of the factors that hinder access to education but continues to be the main obstacle to achieving the goal of universal education in the country". Poverty and ill-health often reinforce each other. Poverty can lead to poor health due to lack of access to healthcare and nutritious food, while ill-health can further impoverish families by reducing their ability to work. Also, Poverty often leads to poor nutrition, which can negatively impact a child's physical and cognitive development, making it harder for them to learn. By addressing poverty and ill-health, Nigeria can create a more equitable and supportive environment for children to thrive and reach their full potential through education

Conclusion

Poverty is a significant factor affecting education in the sample population. Its influence extends to academic performance, student's awareness, and access to learning opportunities. Poverty and ill health is a multi-dimensional phenomenon that lacks a universally accepted definition. It refers to the nature and level of material deprivations that affect the poor and distinguishes them from the non-poor. Poverty can be observed when individuals lack access to basic needs of life like food, shelter, health care, and education. Overtime, systematic inequalities have enabled the exploitation and domination of available resources by wealthy individuals and corporations, exacerbating the hardships faced by underprivileged. This includes the utilization of others; labor to accumulate wealth. Poverty and ill-health affects people both psychologically and socially. It translates in the fact that more of the children from low socio-economic background perform comparatively low in academics, attend low quality schools and often dropout of school without attaining appreciable level of education.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should establish social welfare scheme for the poor or needy.
2. The various tiers of government should prioritize education in their annual

budget and ensure quality education is provided for all her citizens

3. Since unemployment is closely linked to poverty, government at all levels should create employment opportunities to reduce the rate of poverty.
4. A good policy should be made to reverse the trend of the growing population of out of school children by implementing subsidized education and scholarships to reduce financial barriers for students from low-income families.
5. Parents should be orientated to know that they are duty bound to sponsor their children's education hence they should bear only the number of children they can train
6. Students should be counseled to know that inspite of parents' poverty, they can still excel if they work hard.

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