



MANAGING AND ERADICATING POVERTY THROUGH EDUCATION AMONGST TEACHERS OF SELECTED SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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Abstract

The purpose of this paper was to find out the perspective of teachers on how poverty influences education amongst others. Data were sourced from primary and secondary methods. The study adopted a survey research design. A sample size of seventy-seven was determined using Taro Yamane (1967)'s formula and selected through a simple random sampling technique. A self-developed structured and validated instrument was used for data collection. The reliability of instruments ranged from 0.884 to 0.960. Data were analyzed using descriptive and inferential statistical techniques. With the aid of Statistical Package for the Social Sciences (SPSS) via t-test, the findings showed that there was a significant relationship between teachers and student's poverty ($t=8.6$ ($df=94$; $P<0.05$)). Results showed there was a significant relationship between challenges faced by teachers and overcoming educational barriers related to poverty ($t=1.6$ ($df=94$; $P<0.05$)). Findings showed that there was no significant relationship between teachers' support and students' success in school $t=1.2$ ($df=94$; $P<0.05$). It is complicated how poverty and education are related. Schools can adopt a variety of actions to lessen the consequences of poverty. To cover the costs of education, it is crucial that the school bear as much of the burden as feasible. The current study makes a substantial contribution to the existing literature on issues surrounding poverty and it should be managed or eradicated.

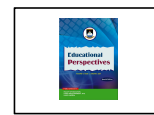
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INTRODUCTION

The entire world is currently making significant strides toward managing or eradicating global poverty. As mentioned before, more than 20% of the world's population lives in serious poverty, which is a major problem for the entire world as many people pass away each year as a result of this major issue (Wijekoon, Sabri & Paim, 2021). Additionally, it impedes the economic development of a country if a portion of the populace has historically been financially weak. It has affected individuals, who are living below the normal or minimum standards globally. This has also become a socio-political, and economic challenge, especially in developing and third-world countries including Nigeria. However, less than 10% of people worldwide are currently living in extreme poverty and making \$1.90 or less per day (World Vision, 2018). As a result, poverty indicates a life filled with hardship and deprivation. As a result, poverty is a significant problem that needs to be looked into by everyone on the globe because it is just becoming worse.

Poverty among students is a reality in many schools around the country. Teachers are concerned about how these youngsters' lives will progress. Researches have shown that the performance of a child in school is impacted by their family's financial situation (Upong & Udom, 2023; Wijekoon, et al., 2021). For these youngsters, education may be the key to providing a path out of poverty (Olowa, 2019). Even though education can provide a path out of poverty, poverty also creates obstacles to education. Poor living conditions have an adverse effect on behaviour and academic performance (Jensen, 2019). With the application of interventions in schools, the negative impacts of poverty on education can be lessened.

Numerous studies have looked into the relationship between academic success and child poverty. One such study looked at how changes in school-age children's academic and behavioural adjustment were affected by poverty, as well as the quality of their home environments (Alsbury, Blanchard, Gutierrez, Allred & Tolin, 2018). This study looked at how to change schools that are plagued by poverty. The consequences of poverty as well as a number of other risk factors that can have a negative influence on children were being dealt with by students in these locations. Risk factors included mother education, and the number of children in the home, and the absence of a male role. The strongest single predictor of future academic failure and antisocial behaviour was chronic poverty, despite the fact that it is obvious that these extra risk factors might have a detrimental effect on the children who encounter them. It has been demonstrated that persistent poverty is linked to social development impairments, educational failure, and developmental delays.

Numerous pupils attend schools where poverty is a daily reality. Teachers are worried about these students' education and how it may be impacted. According to research, a child's academic success is closely tied to their socioeconomic situation, and schooling frequently provides a way for children from low-income households to break the cycle of poverty (Greever, 2017). While it has been demonstrated that education can help people escape poverty, it has also been demonstrated that the educational hurdles associated with poverty have an impact on academic attainment. Research demonstrates that poverty has a negative impact on students' conduct, academic performance, and persistence in school (Greever, 2017). International study has also shown that poverty can be lessened by employing sustainable measures (Chamberlain, Hanson, Klass, Schickedanz, Nakhasi, Barnes & Klein, 2016).

Through the eyes of a teacher, the current research study explicitly examined how poverty affects education. Not much is known about how teachers could assess the impacts of poverty on students, and how they deal with poverty in their schools, and what they believe is required to overcome poverty-related educational impediments than is known about the extent of, and factors leading to, poverty (White, Hill, Kemp, MacRae & Young, 2018). The current study focused on schools in Lagos Education District 1, which has a high proportion of families experiencing generational poverty in Lagos State, Nigeria.

The obstacles of teaching at a high-poverty school are numerous. Students arrive at school unprepared, famished, and without parental support. Many obstacles to schooling are caused by poverty. The idea of the poor refers to individuals or families in a certain community who are unable to pay for the fundamental commodities and



services that are listed. Nutrition, shelter including housing, food, water, access to healthcare facilities, access to productive resources that housed education, as well as working skills, tools, political and civil rights in making decisions or participating in decisions on socio-economic conditions are some examples of basic goods (Ogwumike, 2022). The paper therefore examines managing and eradicating poverty through education amongst teachers of selected tertiary institutions in Lagos State.

Statement of the Problem

An issue in many schools is poverty. Although poverty cannot be eradicated, it is crucial for instructors to learn how to support their pupils in overcoming the educational challenges associated with poverty. Over 70% of pupils in public secondary schools in Lagos's Education District 1 and Igando, in particular, are from low-income families (Olowo, 2019). Many instructors are not raised in low-income households and lack the interpersonal skills or training necessary to manage or alleviate poverty. Programmes are in place in public secondary schools in Igando, Lagos State, to assist these pupils. These programmes need to be assessed to see which ones perform best, which ones do not, which ones should be improved, and which ones should be eliminated.

Research Objectives

The aim of the paper is to examine managing and eradicating poverty through education amongst teachers of selected tertiary institutions in Lagos State. Specifically, the study is to (a) find out the perspective of teachers on how poverty influences education, (b) investigate the challenges faced by teachers in assisting students overcome educational barriers related to poverty, and (c) identify what teachers need to best support students of poverty in school.

Research Hypotheses

- H₀₁:** There is no significant relationship between teachers and student's poverty,
- H₀₂:** There is no significant relationship between challenges faced by teachers and overcoming educational barriers related to poverty,
- H₀₃:** There is no significant relationship between teachers' support and students' success in school.

REVIEW OF LITERATURE

The Concept of Poverty

There are numerous types of poverty descriptions and indicators, according to the literature currently in print. Poverty is defined and assessed in a great variety of ways because of its multifaceted nature. Additionally, the best approaches to introduce the subject of poverty are to emphasise its unpredictable character, the complexity of the situation, and the different linked concepts (Ogwumike, 2022). However, despite the fact that social policies and investigations into poverty use a wide range of poverty descriptions, all of them can be grouped into one of the following categories: poverty has less than an objectively described absolute minimum. It has less than others in society, in relative terms; and poverty refers to the feeling that you do not have enough to get by (Panday, 2008). Definitions are divided into two groups: absolute definitions and relative definitions. The third category includes poverty that is both absolute and relative. The number of impoverished people in the population may be evaluated differently depending on how the degree of poverty is defined based on the many justifications included in the aforementioned classifications. This method of describing poverty begins with the idea of "minimal subsistence," which is defined as a set of items and services deemed necessary for a person's or family's physical needs (Eskelinen, 2011). People who lack sufficient financial resources and are unable to purchase these products and services are stigmatised as being poor. Researchers today rarely use the absolutist approach because it involves theoretical innovations and methodological approaches, such as the quantitative assessment of the demand for necessities and determination of necessities. This strategy for investigation was most commonly used in the early years of this century.



The mean or median value of national income "represents the economic indicator that corresponds to the prevalent lifestyle," according to the relativist approach to describing poverty. A person or family who earns less than that amount is considered to be living below the poverty line and lacks the resources to maintain their standard of living (Eskelinen, 2011). A person or household could be considered poor if its after-tax income is less than 50% of the national average. Relative poverty is criticised in a number of ways. First, it perpetuates poverty in the quantifiable sense that a certain fixed proportion of the population is consistently perceived as being poor, resulting in persistent poverty. Second, a relative poverty technique might provide an estimate of the number of the poor, but no information is provided regarding the poor's standard of living.

Measuring Poverty

Discoveries regarding the synthesis as well as the size of the poor population may be influenced by the factor selection, and as a result, the type of policy may differ appropriately. The four key conceptual difficulties that are taken into account when measuring poverty are the choice of the poverty indicator, the unit of analysis, the equivalence scales, and the difference between the poverty headcount and the poverty gap (World Bank, 2016).

The Concept of Education

It is obvious that schools cannot solve poverty on their own. Nevertheless, poverty should be a major educational concern because it has a direct and significant negative impact on education. That status doesn't currently exist for it. Even though we are aware of how much poverty affects education, efforts to combat it have typically played a little role in educational policy and practise (Okeke, 2017). Socio-economic status (SES) has been and continues to be the best single predictor of how much schooling students will acquire, how well they will perform at their studies, and what their life chances are after school, according to thirty years of thorough social scientific research (Okeke, 2017).

Education Strategies for Eradicating Poverty

Both individuals and society in Nigeria are at risk from power. Because it fosters societal disillusionment, poverty encourages ignorance and puts social unrest in danger. Therefore, it is essential that everything be done to quell poverty's flame in our society. It is evident from the lauded poverty alleviation programmes aligned by the Federal, State, and Local Government levels that this country is not falling behind in terms of poverty reduction measures; however, the issue always seems to lie in the effective implementation of the programmes, which turns the policies into realities. Therefore, it is essential that everything be done to aid in the education of the impoverished people's children.

In light of this, policies and programmes aimed at reducing poverty should be straightforward, articulate, well-thought-out, and suitably constructed so as to have a direct impact on the lives of the target group, namely the poor. This is one additional reason why administration of the Universal Basic Education programme should be used as a model for reducing poverty in Nigeria. This necessitates that the secondary education system in the state be properly managed in accordance with the need that all Nigerian children of school age attend school continuously for the aforementioned nine years. The State Universal Basic Education Board's (SUBEB) management of secondary education must continue to prioritise involving pertinent stakeholders. That is, the target group, i.e., the parents of the underprivileged rural children, should be actively sought out and included from the beginning. Furthermore, monies intended for the implementation of the plan should not be used for other purposes when the disadvantaged children did not have access to a foundational education.

Regarding the implementation of the nine years of schooling for all children, SUBEB's policies and programmes should remain consistent. It is not at all helpful to ask whether the original purpose of what the plan aimed to offer for the underprivileged children should be changed. Good programmes and policies shouldn't be instantly abandoned just because the balance of power has shifted. Greater participation from the grassroots is needed to implement the State Universal Basic Education programmes, which means that whenever possible, rural schools should serve as models. The SUBEB programmes should be focused on providing opportunities for the



underprivileged to educate their children in order to reduce the number of poor people through education. Keeping in mind that the State Government's purpose when launching the UBE plan was to use it to reduce the suffering of the state's population, the programme was created with that intention in mind. Through effective management of education, the State Government should provide free Universal Basic Education for every child in the State. To put it another way, the State's Education Stakeholders should put in place plans for the real implementation of Free Universal Education.

Teaching Strategies and Teacher Preparation Programmes

It is impossible to overstate the significance of teacher preparation as a factor in student accomplishment as it has been highlighted by various academic circles. Byrd-Blake, Afolayan, Hunt, Fabunmi, Pryor, and Leander (2017) reached a similar conclusion, highlighting the importance of teacher quality as the key factor in raising student success and enhancing a country's economic competitiveness in the world. These viewpoints support the necessity for a major focus on the idea of poverty, its effect on student achievement, and strategies for addressing its impact on teacher training (Alsbury, *et al.*, 2018).

Many teacher training programmes do not prepare aspiring teachers for the challenges that high-poverty schools will present. Despite the fact that some programmes in secondary education draw more of male students than their counterparts, the majority of pre-service teachers are white, female, and from a local class. Many of these students are longing for careers as public-school students in the areas where the poverty rate is frequently more than 1.5 times the national average. Before they entered the classroom, middle-class preservice teachers had little contact with low-income kids (Bennett, 2019).

To address this issue, some preparation programmes have begun to include not only multicultural education classes but also literature by Carver-Thomas and Darling-Hammond to assist preservice teachers in comprehending and engaging in conversation about a subject that is entirely outside of their field of expertise—poverty. Additionally, some programmes now include sociocultural driving tours of the neighbourhood, which force students to visit a variety of communities in order to focus on community diversity (Carver-Thomas & Darling-Hammond, 2017).

The driving tour's final assignment requires preservice teachers to write a reflective paper in which they must consider four key topics: (a) their backgrounds and childhoods; (b) a demographic breakdown of the school where they are currently employed; (c) how the tour has affected their personal teaching values; and (d) the implications of the tour for their classrooms. Following the completion of the driving tour assignment, the entire class participates in a debriefing to examine the students' experiences both individually and collectively (Bennett, 2019). The reflective essays revealed how little information most preservice teachers have concerning poverty. The preservice teachers' perceptions of needs and fundamental necessities diverged significantly from what they saw on the tour. Many remarks were made by teachers on what they saw on the trip and how it might affect their future classes. Many claimed that despite coming from less affluent families, the journey made them appreciate how lucky their lives were (Bennett, 2019).

Coursework in programmes should concentrate on poverty. Programmes can incorporate the idea of poverty without significantly altering the current curriculum. The notion of poverty and its traits, social inequality, and the role that schools play in reproducing inequality can all be covered in courses like 'Introduction to Education' and the 'History and Foundations of Education', which attempt to give students an overview of education. Courses in multicultural education may cover material on understanding the poverty culture.

Another strategy to expose preservice teachers to as many various student backgrounds as possible is to make sure they participate in a variety of field excursions (Hughes, 2010). When paired with other activities, the study of poverty gives many preservice teachers and current teachers a wider perspective on how to give all pupils the best education possible. Current and aspiring teachers must have a thorough awareness of the impact that poverty plays in the lives of their students. Studying poverty and its effects on the school and community might alter



teachers' perspectives and motivate them to take action, as opposed to neglecting a significant social issue that is now affecting instructors in public schools (Bennett, 2018).

Perceptions of Teacher Behaviour

Youth require unconditional support and love from their adult mentors (Hughes & Tucker, 2018). Students need the steadiness that they might not get at home when they are at school. Students must understand that making mistakes can help them learn. Students must understand that if a teacher corrects them, it is not a personal attack. Under no circumstances and certainly not in front of their peers should students be humiliated. If a conference with a student is required, it must be done in private. Because so many poor pupils don't experience academic success, even minor victories should be lauded. For kids to succeed, teachers must establish relationships with them, and they must also believe that all pupils are capable of learning.

Children with unstable family environments require strong, caring parents more than other children (Musbau, 2017). The basis for interventions is better the more you care. Teachers should pronounce each student's name correctly and immediately learn their names. It demonstrates your concern for them that you took the time to learn their names. Inquire about their family, interests, and personal values. Teachers must set a good example for their children and demonstrate proper behaviour.

Never discipline a student in front of peers out of embarrassment (Jensen, 2019). As the kid progresses through the school, the instructor should set an example of the behaviour he or she wants and expects and explain why it is important. In the future, embarrassing a student will only lead to further problems since they will believe that the teacher does not care about them. Additionally, they would not be as inclined to seek assistance when they do. Students must be recognised as unique persons and as products of their settings, not just as numbers (Hughes & Tucker, 2018). Children can become known and stop being treated as statistics by developing relationships with other students. Because statistics show that poor children do not do as well as other children, it is unacceptable to expect and permit these children to act differently or not be challenged. When children are motivated and believed in, they will perform well.

School environment is shaped by teachers' perspectives. The single most crucial element in a school's success is its teachers. Some teachers may stop offering assistance to pupils they perceive to be problematic (Ogwumike, 2022). The success of the students may suffer as a result. These pupils would not be able to close the accomplishment gap without the assistance of their teachers. Teachers are usually the only professionals that poor students interact with. Teachers should give students examples of successful people who were once poor and overcome it through education rather than celebrity. Every student was gifted with a lovely voice or exceptional athletic prowess. They must also be aware that such things might be lost, and if they are, you will need a solid foundation and knowledge to carry on your success narrative.

Many low-income students do not have access to academic materials at home, thus some school districts have stopped charging late fees for library books in the hopes that this will encourage more students to borrow books without worrying about accruing debt. To ensure that books are available in all classes and not just the English classroom, many districts mandate that all instructors establish classroom libraries for the children. Additionally, there are community programmes where local residents read to students. Some elementary school instructors have asked members of the community for assistance in buying books for their students' classes on special events throughout the year, such as the child's birthday, Christmas, and the first day of school.

For pupils to remain engaged and actively involved in their learning, teachers must understand the significance of glucose and oxygen. Stretching and taking deep breaths can naturally produce glucose and oxygen (Ullucci & Howard, 2015). Brain breaks are another method to take a few minutes to give pupils a boost of energy so they can finish the following assignment. Giving a neighbour a high five or doing a loop around the room can serve as a simple brain break. Teachers must adopt a growth mentality for themselves and model it for their students. Engagement and learning will be impacted if students feel they cannot learn at a specific level. It should be made clear to students that their brains can develop and improve, and that they can even increase their IQs. Be sure to



acknowledge and reward work. Help pupils develop a good attitude and make better strategy decisions. You must have the belief that every single student all of your pupils, without exception can significantly improve, and that you are ready and able to help them do so (Mat, 2021).

Students will succeed academically if they concentrate on the fundamental academic abilities they need the most. It is important to teach students how to plan their studies, prioritise their notes, and retain important concepts. Prior to mastering the fundamentals, they cannot advance to problem-solving, processing, and working memory skills. Start by recalling single words, then phrases, and finally complete sentences. This will support them as they learn how to perform mental calculations and will help them remember the instructions you give in class (Mat, 2021).

Teachers could find it difficult to give students someone who cares about them and their academic development. This occurs more frequently as pupils advance through the secondary grades and teachers become more content-focused. Students from disadvantaged backgrounds may possess the mental faculties, emotional stability, or coping mechanisms required to overcome challenges. The objective is to demonstrate empathy and offer tools, not to offer sympathy (Ullucci & Howard, 2015). It is possible to teach empathy to teachers who lack such quality.

The divide between affluent and impoverished pupils has recently shrunk because to technology being available in classrooms. To use this technology as a useful tool, teachers must receive training (Okereocha, 2016). To close the achievement gap, teachers must teach students who do not have access to technology at home how to use it. Teachers must also draw the line between appropriate and excessive technology use. While crucial, kids also need to learn how to solve problems and interact with others in a social setting.

Poverty and Education

Understanding how poverty affects education is crucial for teachers (White, 2019). There are various ways that poverty influences schooling. Not merely material commodities are absent in poverty. Children from low-income families frequently lack access to healthcare, wholesome food, and domestic support. Children facing "double jeopardy" while growing up amid poverty. They frequently suffer more severe consequences from risks than children from families with increased or higher incomes, in addition to being directly exposed to such risks in their homes and communities including illnesses, family stress, a lack of psychosocial stimulation, crowding, and limited resources (Engle & Black, 2008).

Due to these variables, students from less affluent families typically outperform those from poverty in school. Most American adolescents who begin school far behind their peers are unable to cross the preparation gap, according to research. Instead, the disparity widens as they progress via school (Engle & Black, 2008). Anyone who adopts the poverty culture's mentality is said to be affected by poverty (Bomer, Dworin, May & Semingson, 2018). Although many people have been able to escape poverty, their values and beliefs have not. While an individual's income may rise, Flessa claims that "patterns of cognition, social interaction, cognitive methods, etc., stay" (Flessa, 2007). Students from families with incomes over the poverty line may still display behaviours, attitudes, and beliefs typical of those from low-income households (Bomer, Dworin & Semingson, 2018).

Lower test scores are correlated with poverty. According to Krashen (2011), the only significant issue facing American education is poverty. Schools must give food, healthcare, a clean atmosphere, and books in order to combat poverty. Books must be easily accessible at school for pupils to use and take home because children from low-income households often have fewer books at home (Krashen, 2011).

Children should feel secure in their school environment. They should feel valued and certain that they will have the chance to grow and thrive. Schools should be aware of such needs of such children, as well as the families and should feel so comfortable in dealing with them given the large percentage of kids living in poverty, which is continuously increasing (Wille, McFarland, & Archwamety, 2019). Most pupils desire to be successful. There are some things that affect their drive to succeed.



Eradicating Poverty in the Classroom

By sharing more of themselves with students and getting to know them better, teachers can improve relationships with them. Increase your use of buy-in techniques like curiosity-stokers, excitement, risk, and competitiveness. By giving them a choice, include more of their ideas into the learning, and involve them more in the process of making relevant decisions.

Building relationships at the start of the year is crucial. Teachers can create these ties in their classes using a variety of methods. Finding out about their interests or even spending a few minutes each day with a few students in between classes to chat about something will help you quickly establish a connection with them (Jensen, 2019). Students value their attendance at academic or athletic activities, especially those who lack parental support or whose parents are unable to attend due to a variety of circumstances. Students develop a sense of connection and learn that they are worthwhile and deserving of their teachers' time when they believe that someone understands them.

The secret to engaging students in the academic game is to make linkages to their real-world experiences in a way that makes them see a compelling incentive to engage. Connect activities to the actual world so that kids may benefit right away. Make learning more relevant by using their family, money, shopping, technology, and other resources. Students frequently sense a demoralising separation between the school environment and their home life in the absence of clear connections between academics and the outside world. When a pupil has been discouraged numerous times, the outcome could be giving up.

Every day, efforts should be commended. Not merely right responses are being commended. Teachers must emphasise more positives than negatives so that students' learning and development are maximised (Chamberlain, et al., 2016). Children from low-income families frequently receive two times as many criticisms as praise, compared to a 2:1 ratio in middle-class families (Jensen, 2019). Students perform harder when they are encouraged, stimulated, and validated.

For each pupil, set high standards. Show pupils actual success stories of people who, despite difficulties, come from similar backgrounds and accomplished their ambitions. Give them daily feedback so they may see how their efforts matter and how they can improve them for even better results. Even struggling students should want to attend class each day because of the support from their teachers.

Students' enrichment activities should prioritise vocabulary acquisition, and teachers should never stop teaching and utilising new words (Carlisle, Kelcey & Berebitsky, 2018). Include activities that increase vocabulary in involvement. Some people might be making trading cards and playing "Who has, I have." The class may be asked to employ a new term in a sentence after the teacher draws a card from a bowl. Daily rituals can include vocabulary practise.

A word of the day could be posted by the teacher, and if a student or the teacher says it and another student is the first to flag it out, the student receives a small privilege as positive reinforcement. It is important to use words frequently and not just once. Long-term vocabulary growth is the objective (Carlisle, et al., 2018). Continuous coping strategies should be taught to students so they can better manage their stressors. For instance, teachers should teach students some practical "If this, then that" problem-solving solutions. A word of the day could be posted by the teacher, and if a student or the teacher says it and another student is the first to flag it out, the student receives a small privilege as positive reinforcement. It is important to use words frequently and not just once. Long-term vocabulary growth is the objective (Carlisle, et al., 2018). Continuous coping strategies should be taught to students so they can better manage their stressors. For instance, teachers should teach students some practical "If this, then that" problem-solving solutions.

MATERIALS AND METHODS/ RESEARCH METHODOLOGY

The research design for the study was descriptive (survey-based). All teachers in a few chosen secondary schools in Lagos Education District 1, Lagos State, were counted for the study's population. It employed the techniques



of purposive and simple random sampling in selecting a total number of one hundred teachers from four schools: (a) Igando Community Senior Secondary School, (b) Igando Community Junior High School, (c) Igando Grammar School, and (d) Egan Senior Grammar School. A structured questionnaire of twenty-one (21) items, focused on the management and eradication of poverty through education was developed on the basis of baseline information initially obtained from the literature review. The instrument was designed on a four (4) point, Likert-type Scale; i.e. conveying the following regular pattern of responses, where Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument's face and content validity were assessed using professional judgement, appropriate consultation, and participation of selected experts from the subject areas. The validators were to examine the items' face, substance, clarity, relevance, and accuracy with reference to the stated abilities. The validators' information was helpful in rearranging the instrument as necessary. The instrument's dependability was further demonstrated using Cronbach's Alpha Reliability Test. A reliability coefficient of 86 percent for the instrument was found using Pearson's Product Moment Correlation. The t-test analysis of the gathered data was performed using Statistical Package for the Social Sciences (SPSS).

RESULTS AND DISCUSSION

Hypothesis One:

H₀₁: There is no significant relationship between teachers and student’s poverty

Table 1: t-test on teachers and student’s poverty

		Paired Differences					Decision			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)	Accepted
					Lower	Upper				
Teachers and student’s poverty		19.44	8.12	.074	.172	.214	8.6	194	.000	

Table 1 shows that the t= 8.6 (df=194: P<0.05) which indicates there was significant relationship between teachers and student’s poverty.

Hypothesis Two:

There is no significant relationship between challenges faced by teachers and overcoming educational barriers related to poverty



Table 2: t-test on challenges faced by teachers and overcoming educational barriers related to poverty

	Paired Differences					Decision			
	Mean	Std Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)	Accepted
				Lower	Upper				
Challenges faced by teachers and overcoming educational barriers related to poverty.	29.18	14.59	.6074	.053	.385	1.8	194	.000	

Table 2 shows that the critical value associated with this result is 1.6 at 0.05 level of significance. It shows that the calculated value of $t_{cal} = 11.8$ is greater than the critical value of $t_{tab} = 1.6$. Based on this result, the null hypothesis (H_0) was rejected. This result implies that there were challenges faced by teachers and overcoming educational barriers related to poverty.

Hypothesis Three:

H₀₃: There is no significant relationship between teachers’ support and students’ success in school.

Table 3: t-test on teachers’ support and students’ success in school

	Paired Differences					Decision			
	Mean	Std Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)	Rejected
				Lower	Upper				
Teachers’ support and students’ success in school.	3.08	1.118	-.104	.088	.451	1.2	94	.000	

Table 3 shows that the $t = 1.2$ ($df=94$; $P < 0.05$) which indicates that teachers’ support and students’ success in school were not significant at the 5% level. Therefore, the result accepted the null hypothesis (H_0) and concluded that there is no significant relationship between teachers’ support and students’ success in school.

Summary

The responses from the teachers collectively provided detailed information about the school's efforts to mitigate the effects of poverty as well as areas where it may improve. The comments highlighted the most beneficial programmes while also making recommendations for how to improve, change, or get rid of others. The teachers' perceptions of both school efforts and poverty-related educational barriers are used to guide recommendations for future actions.



DISCUSSION

Where does the disparity in educational achievements (whatever measured) among children who are living in poverty come from, and what can be done to address it? (Flouri & Midouhas, 2016). A review of the study's findings demonstrates that instructors are aware of how poverty-related hurdles influence their children and that they are able to persuasively describe the positive and negative effects of their school's initiatives. Numerous themes that emerged during the data analysis process were consistent with what was discovered in related literature. Regarding teacher perceptions on both educational challenges connected to poverty and school efforts that help lessen these barriers, the survey offered both quantitative and qualitative data.

The teachers at this location are aware of the detrimental consequences of poverty and have noted numerous impediments associated to it that have an impact on their student body. Most of these hurdles, but not all of them, have been examined in earlier studies (Flouri & Midouhas, 2016). Similar to earlier research, instructors in this one regularly cited low parental participation as well as issues with nutrition and health as obstacles to education faced by their student population. They also noted difficulties with linguistic and cognitive development, gaps in academic performance, lack of attendance, a lack of adult mentoring, and emotional difficulties. The absence of experiences, as well as family literacy levels, with a lack of self-confidence, a lack of strong role models, domestic violence in the home, and addiction were among the other obstacles mentioned by participants. Homelessness was also identified as a learning barrier, which is in line with a recent piece in *The Lancaster News*, as reported, showed that 36 of the 62 homeless individuals in the region where the survey was conducted are aged 17 or under (Vaughn, 2020).

Teachers are worried about how to get around these problems because of how enormous they are. There are two myths about poverty and education, per Flessa (2007): the first is that schools can do nothing, and the second is that they can do anything. According to this site's analysis of teachers' perspectives on education, Flessa is correct in asserting that while capable schools can address issues related to poverty, they are unable to accomplish so on their own.

In Lagos Education District 1, teachers at the chosen public secondary schools noted a variety of difficulties and unanimously agreed that basic requirements must be satisfied before learning can occur. Strong initiatives are in place, but they might be improved, according to the findings. Concerns regarding dental problems, unexplained eyesight and hearing deficiencies, infections, and other health issues were raised by educators. Many students view the school nurse as their primary source of health care. The replies from teachers corroborate Jensen's (2019) findings regarding the effects of chronic stress brought on by poverty on the brain and behaviour. Teachers have seen that students struggle to control their emotions and behave in acceptable ways. According to one instructor, teachers may not allow learning to take place while your wards are living in abject poverty and their basic requirements (food and water, as well as clothing) are not addressed.

It is important to state here, that the authors in the paper are familiar with the selected schools. The majority of the pupils who attend these schools are aware of their financial position. Knowing this, essential supplies are provided for students (that is, paper, notebooks, pencils, and folders, amongst others.). Being a part of the impoverished schools also implies that the school will pay for field trips if the pupils are unable to do so. This also implies that expensive field trips are not scheduled since the school is unable to pay for the pupils' transportation and supplies. The majority of the pupils who attend the particular schools chosen for the case studies, if not all of them, are eligible for free education. No one is singled out because they are not given the forms to complete at the beginning of the school year.

The majority of teachers believe that the breakfast is a superior option than the lunch. The programme is not the problem, according to the comments; the problem is with the food options. Numerous students decide not to eat on particular days. The present investigation did discover that hunger is a considerable learning challenge. Teachers emphasised over and time again that basic requirements should come first. Students that are hungry cannot learn. Tired pupils who are hungry. The allowance of glucose, which is stored in the body as glycogen,



will be triggered by the use of movement, games, and drama. A healthy glucose level is linked to improved cognitive and memory performance. In summary, physical activity will improve student health and help to mitigate some of the problems brought on by poor diet (Jensen, 2019).

CONCLUSION

Poverty has an effect on people's social and psychological well-being. It could be translated into the fact that more children from low socioeconomic backgrounds exhibit academic performance that is comparatively subpar, attend schools of low quality, and commonly drop out of school without earning a valuable degree in education. The current study's objective was to learn more about the perspectives of the instructors at a local school with a significant level of poverty. The aim of this study was to examine barriers to education caused by poverty from the viewpoint of the instructor. The poll also sought to learn which educational activities teachers believed would be helpful in lowering these educational barriers. The high rate of poverty in Igando neighbourhoods of Lagos State and the aim to increase academic performance for the pupils who attend the school were the driving forces behind the research questions. In order to enhance educational equity for low-income children, insights regarding what was effective and what was required emerged. These findings might be used to develop recommendations for future action. The analysis found current school strengths in addition to current educational hurdles.

LIMITATIONS AND FUTURE RESEARCH

For the purpose of this study, the following recommendations are suggested for further research. It is possible to provide ideas for upcoming programmes using the perspectives of instructors. The school strategies covered in this study combine to create a warm, welcoming school setting with a very strong sense of community. The relationship between poverty and education is immensely intricate, though. Schools can take a number of different measures to alleviate the effects of poverty. Among these are programmes that take care of basic needs. It is imperative that the school shoulder as much of the weight as is practical in order to pay for educational expenses. Implementation is not always possible since community demographics have a significant impact on school populations. Grants, however, can be utilised to cover a range of educational requirements and desires.

According to the viewpoints of the teachers in the current study, the researcher suggests that teacher preparation programmes assist new teachers in becoming agents of social change. Programs for teacher preparation might help to emphasise social justice problems and show teachers how to speak up for their kids. To ensure that teacher candidates are exposed to many contexts, teacher training programmes could make sure to send them to a range of schools rather than keeping them concentrated in one location.

The results of this study show the value of professional development opportunities and the part they play in raising teachers' knowledge of and understanding of poverty. It matters what teachers think and feel about poverty. Teacher and student beliefs about having a fixed number of "smarts" that the student cannot increase will influence engagement and learning. Teach students that their brains can change and grow and that they can even raise their IQs.



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