

Assessing the Impact of Poverty on Children's Access to and Quality of Education: Implications for Interventions and the Breaking of the Poverty Cycle

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ARTICLE INFO

Article history:

Received 16 February 2022

Revised 25 February 2022

Accepted 04 March 2022

Key words:

Poverty,
Education,
Access to education,
Quality of education,
Learning motivation,
Academic achievement,
Intervention.

ABSTRACT

Poverty is one of the main challenges hindering children from poor families' access to formal education. This research aims to explore the impact of poverty on education, focusing on how the quality of education received affects children's learning motivation and academic achievement. The research also identifies effective interventions that can be undertaken by government and non-government organizations to improve access and quality of education for children from poor families. The results show that financial limitations, lack of information and the low quality of education facilities are the main inhibiting factors. Poor quality education has a negative impact on motivation and academic achievement, which reinforces the continuous cycle of poverty. Interventions such as scholarship provision, teacher training, and parental involvement programs are necessary. Systematic evaluation of the impact of interventions is also important to ensure the effectiveness of the programs implemented. Children from poor families are expected to receive proper education through an integrated and collaborative approach, so that they can break the cycle of poverty and reach their full potential.

INTRODUCTION

Poverty is one of the most pressing social problems in many parts of the world, including in developing countries. This phenomenon not only impacts the economic aspect, but also has significant implications for children's education. Children growing up in poor neighborhoods often face challenges that hinder their access to quality education. Limited resources, both financial and infrastructural, make it difficult for children from poor families to get an adequate education. Children from poor families often experience low academic performance or drop out of school. This creates a cycle of poverty that is difficult to break, where the next generation is also trapped in the same conditions.

One of the main problems faced by children from poor families is limited access to formal education. The impact of poverty on children's education is the low participation rate of children from poor families in formal education. Many children are forced to drop out of school to help their families, either by working in the informal sector or involving in other economic activities. Education costs, such as tuition, books, and transportation, become an additional burden that is difficult for poor families to meet.

Their financial limitations make them unable to pay for education. As a result, these children are deprived of the opportunity to get a proper education, which should be their right. This phenomenon creates a cycle of poverty that is difficult to break, where the next generation is also trapped in the same conditions, without adequate access to improve their quality of life (Liu et al., 2021).

The quality of education received by children from poor families is also often far below standard. Schools in poor areas often lack adequate facilities, such as proper classrooms, textbooks and qualified teaching staff (Borg et al., 2012). This phenomenon causes children to not only lose the opportunity to learn well, but also reduces their motivation to attend school. Dissatisfaction with the quality of education received can cause children to feel hopeless and lose hope for a better future, thus reinforcing the cycle of poverty (Hofmarcher, 2021). They begin to doubt the benefits of education in improving their future, which in turn makes them prefer to drop out of school. Improving the quality of education in poor areas is crucial to breaking the cycle of poverty and creating fairer opportunities for all children.

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The impact of poverty on children's education is not only short-term, but also has serious long-term consequences. Children who are not well educated tend to have limited skills and knowledge, which hinders them from entering the competitive job market (Sinambela et al., 2021). This has the potential to produce a less educated and less productive generation, which in turn will worsen the economic condition of the family and community as a whole (Yunus, 2021). They may only be able to access informal, low-income jobs and have no social security (Taufiq & Dartanto, 2020). This phenomenon demonstrates the importance of appropriate interventions to address poverty and improve access and quality of education for children, so that they can break the cycle of poverty and reach their full potential.

The impact of poverty on children's education is very high, considering that education is one of the key factors in breaking the cycle of poverty (Mohsin et al., 2021). We can identify the challenges faced by children from poor families by understanding how poverty affects access to and quality of education. These observations help in collecting relevant data and provide deeper insights into the social and economic conditions that affect education. Policymakers, educators and non-governmental organizations can design more effective interventions to improve education access and quality for marginalized children with accurate information.

Observing the impact of poverty on children's education is also important to promote sustainable policies and programs. We can develop a more comprehensive strategy to address this issue by identifying the factors that hinder the education of children from poor families. For example, observations can reveal the need for financial support, training for teachers or improving school infrastructure in poor areas. Understanding specific needs can provide a basis for designing more flexible and adaptive education programs. These observations can serve as a basis for developing policies that are more inclusive and responsive to community needs. A better learning environment for children from poor families will open up greater opportunities for them to thrive, break the cycle of poverty, and contribute positively to nation.

The purpose of this research is to explore the effect of poverty on the access of children from poor families to formal education, as well as to identify factors that hinder their participation in the education system. This research aims to provide a deeper understanding of the challenges faced by children in obtaining a proper education, so as to illustrate the conditions they experience and how this contributes to the cycle of poverty.

This research also aims to analyze the impact of the quality of education received by children from poor families on their learning motivation and academic achievement. Through understanding the relationship between education quality and the continuous cycle of poverty, this research is expected to provide insights into how inadequate education can reinforce the conditions of poverty experienced by the next generation.

Finally, this research aims to identify effective interventions that can be made by the government and non-governmental organizations in improving access and quality of education for children from poor families. It will also consider how to measure the impact of these interventions, so as to provide evidence-based recommendations for policies and programs that are more inclusive and responsive to community needs.

RESEARCH METHOD

The research method to be used in this study is a literature study approach, which aims to collect, analyze, and synthesize relevant information from various written sources on the impact of poverty on children's education. The researcher will conduct a literature search that includes journal articles, books, research reports, and policy documents related to this topic. The sources will be selected based on their relevance, credibility and contribution to the understanding of how poverty affects access and quality of education for children from poor families. Through this approach, researchers can explore various perspectives and pre-existing findings to strengthen basis of the problem under research.

The researcher will conduct thematic analysis after collecting relevant literature to identify patterns, themes and relationships that emerge from the data. This process involves categorizing information based on key issues, such as factors that hinder access to education, the impact of education quality on motivation and academic achievement, and interventions that have been made to improve education for poor children. Researchers can delve deeper into the challenges faced by children from poor families and how this contributes to the continuous cycle of poverty.

The results of this literature analysis will be compiled in the form of a systematic narrative, which not only presents the key findings but also provides recommendations for policies and programs that can improve access and quality of education for children from poor families. This research is expected to make a meaningful contribution to the understanding of the relationship between poverty and education, and encourage more effective action in addressing this issue in community.

RESULT AND DISCUSSION

The Impact of Poverty on the Formal Education of Children from Poor Families

Poverty has a significant impact on children from poor families' access to formal education. Children growing up in poor neighborhoods often face challenges that prevent them from getting a proper education (Bose, 2016). One of the direct impacts of poverty is the financial limitations experienced by families. Education costs, such as tuition, books and transportation, are a burden that is difficult to meet for families who are already struggling to meet basic daily needs. As a result, many children are forced to drop out of school or are unable to continue their education to a higher level. This dropout phenomenon creates a cycle of poverty that keeps repeating itself from one generation to the next (Nita et al., 2021). Children who do not have sufficient education will find it difficult to compete in the world of work, and will eventually experience economic difficulties as adults.

Another factor that hinders the participation of children from poor families in the education system is the lack of information and awareness about the importance of education. Many parents trapped in the cycle of poverty do not have access to or sufficient knowledge about the benefits of education for their children's future (Mohsin et al., 2021). They do not understand that education can open up better job opportunities in the future and be one way to escape the cycle of poverty. Education is often not prioritized especially if basic needs are not met. This may lead to them preferring to take their children to work rather than school, in the hope that the extra income from the children can help fulfill the family's needs. This misunderstanding is often compounded by a lack of support from the surrounding environment, which provides no encouragement or motivation to pursue education.

The quality of education available in poor areas is often far below standard. Schools in these areas often lack adequate facilities, such as proper classrooms, textbooks and qualified teaching staff. This creates a non-conducive learning environment, where children not only miss out on the opportunity to learn well, but also feel unmotivated to attend school. When they feel that school does not provide change or hope, they tend to lose interest in continuing their education. Dissatisfaction with the quality of education received can cause children to feel hopeless and lose hope for a better future, thus reinforcing the cycle of poverty (Jensen, 2009). Without appropriate interventions, such as increased investment in education and equalization of teaching quality, this educational inequality will continue for generations.

Another factor that contributes to the low participation of children from poor families in education is health issues. Children living in poverty often experience health problems that can interfere with their ability to learn. Limited access to health services and poor nutrition can cause children to develop illnesses that prevent them from attending school (Banerjee et al., 2021). The stress experienced by children and their families due to difficult economic conditions can also affect concentration and motivation to learn. This stress can interfere with focus and motivation to learn, and in some cases lead to mental health disorders such as anxiety or depression (Shanks & Robinson, 2013). Without adequate emotional and psychological support, these children find it difficult to develop optimally in an educational environment that demands concentration and perseverance.

Comprehensive interventions from various parties are needed to address this issue, including the government, non-governmental organizations and communities. One solution that can be implemented is to provide financial assistance to poor families to cover education costs. Scholarship or cash transfer programs can help ease the burden on families and encourage them to send their children to school. Counseling parents on the importance of education and its impact on their children's future is also very important to raise their awareness and motivation. The role of non-governmental organizations and civil society is also needed to complement government interventions. They can help by providing additional learning facilities. The involvement of local communities in supporting education also creates a sense of shared responsibility for children's futures. With the collaboration of various parties and a comprehensive strategy, it is hoped that the education inequality can be reduced and children from poor families have a greater chance of achieving a better future (Heckman, 2013).

Improving the quality of education in poor areas should also be a major focus. The government and education institutions need to invest in school infrastructure, provide adequate books and teaching materials, and improve teacher training. Children from poor families will be more motivated to attend school and learn well if the learning environment is supportive. According to Gorski (2017), children from underprivileged backgrounds often experience barriers in understanding lessons due to various factors, ranging from lack of guidance at home to delays in academic development. Remedial programs or additional learning support can help children who are behind in their studies to catch up.

Finally, it is important to create health programs integrated with education, which ensure that children from poor families have access to adequate health services. They will be better able to attend school and learn effectively by ensuring that children are healthy and well-nourished. With a holistic and collaborative approach, it is hoped that children from poor families' access to formal education can be improved, giving them a better chance to break the cycle of poverty and reach their full potential.

The Impact of the Quality of Education Received by Children from Poor Families on Learning Motivation and Academic Achievement

The quality of education received by children from poor families has a significant impact on their learning motivation and academic achievement. When children receive a low-quality education, they tend to feel less inspired and motivated to learn (Szökö, 2021). An unsupportive learning environment, such as lack of adequate facilities, insufficient textbooks and untrained teachers, can leave children feeling frustrated and discouraged. This can result in their low interest in attending school and actively participating in the learning process, which in turn affects their academic performance (Serneels & Dercon, 2021). Unmotivated children who don't get enough learning support will find it difficult to keep up with lessons, both in terms of understanding concepts and basic skills.

The impact of this low quality of education is not only seen in the motivation to learn, but also in the academic results obtained by children. Children who do not receive a good education often have difficulty in understanding the subject matter, which can lead to low grades and dissatisfaction with themselves. The inability to achieve adequate academic performance can reduce their self-confidence and make them feel that education has no value or relevance in their lives. As a result, they may choose not to pursue higher education, further reinforcing the cycle of poverty (Mohsin et al., 2021).

Low quality education can contribute to a continuous cycle of poverty by creating a less educated and less skilled generation. Children who do not receive adequate education tend to have limited skills, which hinders them from entering the competitive job market (Hofmarcher, 2021). As they grow up, they may only be able to access jobs with low wages and unstable working conditions, which makes it difficult for them to move out of poverty (Asongu et al., 2021). Poor quality education not only affects individuals, but also impacts society as a whole, as it produces a less skilled and productive workforce.

It is important to improve the quality of education received by children from poor families to solve this problem. One of the steps that can be taken is to conduct training and professional development for teachers, so that they can provide more effective and interesting teaching (Munir & Putra, 2021). Children will be more likely to involve in the learning process and feel motivated to achieve better academic performance with trained and experienced teachers (Alderman, 2013). The provision of adequate educational resources, such as books, learning aids and access to technology, is also crucial to creating a better learning environment.

It is also important to involve parents and communities in efforts to improve the quality of education. Programs that involve parents in their children's education process can help raise awareness about the importance of education and encourage greater support at home (Ladd, 2012). Collaboration with community organizations and non-governmental organizations can help provide additional resources and support to schools in poor areas, thus creating a better learning environment for children (Mohsin et al., 2021).

Finally, continuous evaluation and monitoring of the quality of education received by children from poor families is essential. Stakeholders can identify areas for improvement and develop more effective strategies to improve education by collecting data and information on academic achievement and learning motivation. Through an integrated and quality-focused approach, it is hoped that children from poor families can obtain a better education, which in turn will improve their learning motivation and academic performance, and help break the cycle of persistent poverty.

The Role of Government and Non-Government Organizations to Improve Access to and Quality of Education for Children from Poor Families

Effective interventions to improve access and quality of education for children from poor families require a comprehensive and sustainable approach. One intervention that can be made is the provision of scholarship programs or financial assistance aimed at poor families. With the financial support provided, children from underprivileged families can more easily access formal education without having to worry about the costs involved. This program not only helps cover the cost of education, but can also reduce the economic pressure faced by families, so they are better able to support their children's education. These interventions can be an effective way of ensuring that every child has a fair chance to succeed in the world of education.

Governments and non-governmental organizations can implement training and development programs for teachers in poor areas. The training aims to improve the teaching skills and pedagogical methods used by teachers so that they can provide better quality education. This training may include classroom management techniques, student-centered learning approaches, and how to identify and address learning difficulties common among children from low economic backgrounds. Children will have a better learning experience with better-trained teachers, which will improve their motivation and academic performance (Masnawati et al., 2022). The program may also include the provision of better educational resources, such as books, learning aids and access to technology, all of which contribute to improving the quality of education.

Another possible intervention is the development of community programs that involve parents and communities in the education process. Involving parents in school activities and providing them with training on how to support their children's education at home will hopefully create a more supportive environment for children (Delgado-Gaitan, 2013). Collaboration with local community organizations can help create programs that are relevant to the specific needs of the community, such as additional classes or extracurricular activities that can improve children's skills and knowledge.

It is important to develop clear and measurable indicators to measure the impact of the intervention. One way to do this is by conducting surveys and collecting data before and after the intervention is implemented. This data may include children's participation rates in education, academic achievement, and parents' level of satisfaction with the education received by their children. Qualitative analysis through interviews and focus group discussions can provide deeper insights into the experiences of children and their families in relation to education.

It is also important to conduct a long-term evaluation of the interventions that have been implemented. Researchers and policymakers can assess whether such interventions actually have a sustainable positive impact by monitoring the development of children involved in such programs over several years. This evaluation may include an analysis of graduation rates, transition to higher education, and impact on family economic conditions. Evaluation results can serve as a basis for public policy advocacy, budget adjustments, and the development of more innovative programs in the future. Education programs can be designed as long-term social investments with real impact.

Collaboration between government, non-government organizations and the private sector can also strengthen the effectiveness of interventions. Programs designed to improve education access and quality can become more comprehensive and sustainable by combining resources and expertise from various parties. For example, companies can contribute by providing education technology or facilities, while non-governmental organizations can provide training and support to teachers and parents.

Finally, it is important to create awareness among communities about the importance of education and their role in supporting children to get a proper education. Extension campaigns involving community leaders and local leaders can help raise awareness and encourage active participation from parents and communities in supporting children's education. Through an integrated and collaborative approach, it is expected that the interventions can have a significant impact in improving access and quality of education for children from poor families.

CONCLUSION

The conclusion of the discussion on the impact of poverty on the education of children from poor families shows that poverty not only hinders their access to formal education but also affects the quality of education received. Financial limitations, lack of information and the low quality of education facilities are factors that hinder children's participation in the education system. Poor education quality negatively affects learning motivation and academic achievement, which in turn reinforces the continuous cycle of poverty. Effective interventions from the government and non-governmental organizations are needed to improve access and quality of education for children from poor families.

Suggestions include the need to develop comprehensive and sustainable programs, such as the provision of scholarships and financial assistance, training for teachers, and parent and community involvement programs. It is important to systematically evaluate the impact of the interventions implemented, using clear and measurable indicators. Collaboration between various parties, including governments, non-governmental organizations, and the private sector, is also crucial to creating more effective and sustainable solutions. Through an integrated and collaborative approach, it is hoped that children from poor families can obtain a decent education, which will help them break the cycle of poverty and reach their full potential.

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