

WHAT ARE THE PARENTAL BELIEFS ON THE RELATIONSHIP BETWEEN POVERTY  
AND LOW-GRADE ACHIEVEMENT?

by

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My research question was: *What are the parental beliefs on the relationship between poverty and low-grade achievement?* During the course of writing my workshop, I learned a great deal. For example, the research shows that there is a relationship between poverty and low-grade achievement, and that poverty may have caused many effects in children. Children in poverty may experience cognitive development problems, language development problems, emotional and mental health problems, and social problems. They can also be affected by malnourishment, lack of school supplies and whether or not their parents obtained their bachelor's degree. There are also problems when children are pushed to assimilate rather than integrate. Children may be asked to embrace only the culture of the United States instead of embracing both the United States culture and their own culture.

In the beginning, I was intrigued by the statement that students in lower socioeconomic status were classified as low-grade achievers. This statement puzzled and baffled me because I did not understand the relationship between poverty and low-grade achievement. As I started my research, I learned that there is a strong relationship between the two and that it was manifested in different ways in children and affects them academically in school.

I used pictures and information to teach teachers and professionals about this complex issue. Unlike other research, my research provides a practical solution to the problem. I propose for teachers to encourage students to attend tutors after school, and I propose for teachers to take workshop classes in order to better their understanding of what high expectation means for a child. Parents should take workshop classes in order to better their understanding of what high

expectation means for a child. And peers should be educated so that they don't bully students who come from low socioeconomic status. Parents should get involved with the county to make sure that their children receive the best medical care for a low price based on the parents' income. Parents should take their children to the doctor regularly to ensure the children's well-being, both physical and emotional. Parents should make the effort to get an education themselves in order to be an example for their children and many more.

In conclusion, I wanted to know if parents believe the challenges of poverty can be overcome. I wanted to know if parents with low economic status viewed poverty as an insurmountable obstacle. I wanted to find out if parents from financially secured backgrounds had the same problems. Answering these questions has given a clear and concise idea of the research paradigm. For example, many families living in poverty have the additional obstacle of language barriers. The parents believe that their language barriers are a hindrance to helping their children academically. In many instances, when parents experience language barriers, the children suffer academically because they don't get help from their parents when doing their homework and school projects.

Here is the link to my workshop:

[file:///C:/Users/selam/Desktop/Capstone%20Project,%20final%20draft%203%20\(1\).pdf](file:///C:/Users/selam/Desktop/Capstone%20Project,%20final%20draft%203%20(1).pdf)

Here is the link for my handout:

[file:///C:/Users/selam/Desktop/Handout%20for%20teachers%20and%20professionals%202%20\(1\).pdf](file:///C:/Users/selam/Desktop/Handout%20for%20teachers%20and%20professionals%202%20(1).pdf)



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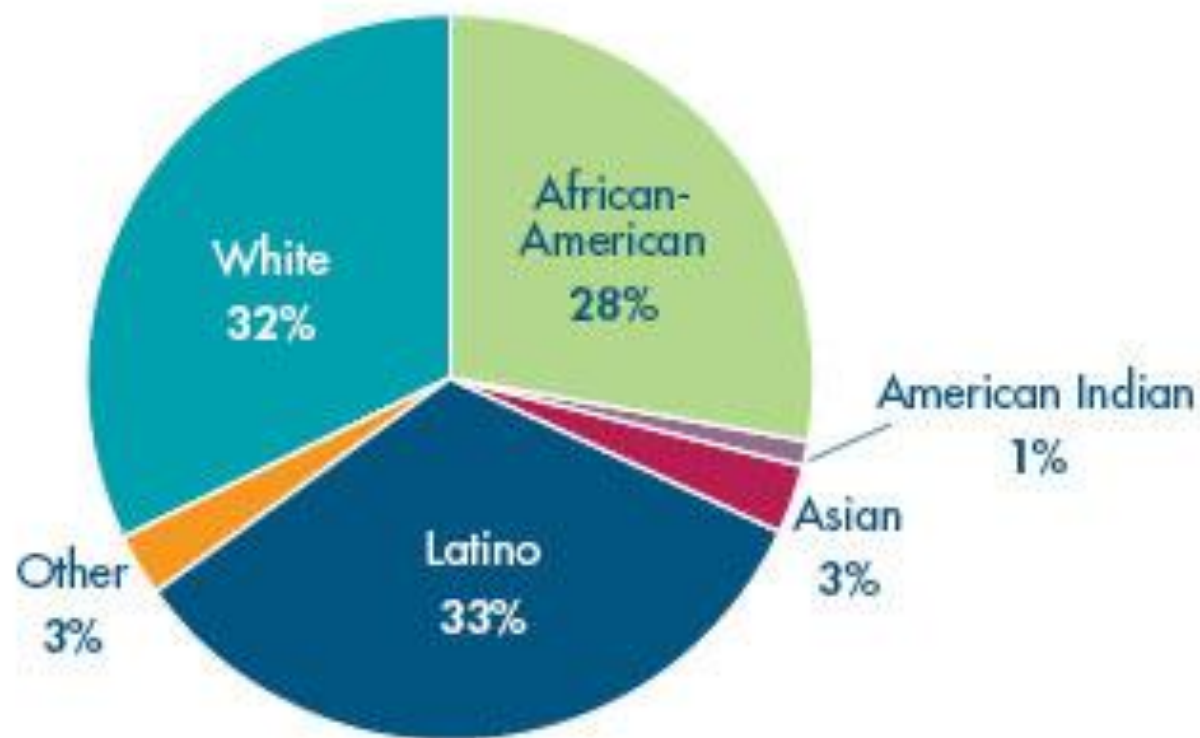
Selamawit Ayalkebet

# GENERAL PROBLEM

Students in lower socio-economics status tend to be low-grade achievers.

*WHY DO YOU SUPPOSE THIS IS THE CASE?*

## Poor children in the United States, by race/ethnicity, 2007



© National Center for Children in Poverty  
Child Poverty and Intergenerational Mobility

## **OBJECTIVE 1**

Participants will understand that there is indeed a correlation or relationship between poverty and low-grade achievement.



## **OBJECTIVE 2**

Participants will understand that there are many causes of poverty that will affect the achievement of the students who come from lower SES grades.

## **OBJECTIVE 3**

Teachers can be of assistance and help these precious children living in poverty succeed in schools and in life. But the most important step is to let teachers and professionals know that there is a problem and identifying the problem.

# STUDENT'S OWN PERSISTENCE

Huang (2015) explains that students themselves can change their academic achievement through persistence, determination and hard work.

# MY PROJECT

In my project, I investigated the parental beliefs on the relationship or correlation between poverty and low-grade achievement.

# ADHD AND AUTISM

Children who live in poverty for an extended period of time can sometimes acquire illnesses such as ADHD and autism and their emotional well-being is affected.

## QUESTION

*What do you think the relationship or correlation between poverty and low-grade achievement might be?*

# REASONS

- Malnourishment, lack of school supplies
- Low expectation from parents and teachers.
- Language skills of the parents.
- Language skills development problems.
- Parent level of education

# NEGATIVE EFFECTS OF POVERTY

- Peer influence is when peer are bullying students who come from low socioeconomic status
- Improper cognitive development
- Physical health problems
- Mental health problems
- No internet or books at home



# ASSIMILATION VERSUS INTEGRATION

- Students are being pushed each day by their peers and by their teachers to assimilate in schools. That is, they are being pushed to forget about their original culture and assimilate to the United States culture.
- Children should be able to embrace both their original culture and the United States culture at the same time to gain self-esteem and pride.

# COGNITIVE DEVELOPMENT PROBLEMS

Children can have cognitive development problems due to poverty and lack of proper care at home.

Rouse et al. (2011) emphasized, “This study found that cumulative risk, or the number of individual risk factors that a child experiences between birth and the end of third grade, was significantly related to all academic and behavioral outcomes” (p.297). And one of the risk factors talked about in this study was poverty.

# PHYSICAL AND MENTAL HEALTH

Children can have physical and mental health problems due to living in a poor household.

Goodman, Pugach, Skolnik and Smith, conducted a study about how children's health is affected by poverty and illustrates the barriers that poor families face. According to Goodman et al. "Poverty causes stress and stress can manifest itself in mental health problems" (p. 182).

# POVERTY IMPACTS DEVELOPMENT

- Children start performing poorly academically at school when their well-being is affected.
- Poverty affects children with their social, emotional and cognitive development.

# POVERTY AND ITS EFFECT

A study of Flouri, E., Midouhas, E., Charman, T., & Sarmadi, Z. (2015) concluded that when children are exposed for an extended period of time in poverty, their emotional and behavioral well-being suffers (p. 2928). This suggests that, when children get exposed to poverty for an extended period of time, they start being affected by it emotionally and their behaviors change for the worse.

# RESEARCH

Research shows over and over that children with parents or guardians who have a college degree are more likely to succeed academically than their peers who don't.

# PARENTAL INVOLVEMENT

Parental involvement in children play a vital role in children's educational success. Furthermore, the parents' socio-economic status is directly reflected on their children's academic achievement

## Discussion Question 1

Do you see a connection between poverty and students doing poorly at schools?



## **Discussion Question 2**

What are the challenges and obstacles students growing up in poverty experience that can negatively impact their schooling experiences?

## Discussion Question 3

Some researchers believe when children grow up in poverty, they are lower achievers. Why do you think that is?

## **Discussion Question 4**

What do you think schools and teachers can do better to meet the needs of students growing up in poverty?

## **Discussion Question 5**

How do you provide academic enrichment when your children are not in school?

# SUGGESTIONS

- What can you do to help these students?
- Discuss what each group said.

# Cognitivism

I am using the Cognitivism educational theory throughout my paper and I have learned it in my Masters coursework.

# POVERTY ON THE UNITED STATES



# POSSIBLE SOLUTIONS TO ERADICATE THIS EPIDEMIC PROBLEM

- Teachers should take workshop classes in order to better their understanding of what high expectation means for a child.
- Parents should take workshop classes in order to better their understanding of what high expectation means for a child
- Peers should be educated so that they don't bully students who come from low socio-economic status.



## POSSIBLE SOLUTIONS, CONTINUED

- Parents should get involved with the county to make sure that their children receive the best medical care for a low price based on the parents' income.
- Parents should be on top of things when it comes to their children's well-being, both physical and emotional. For example, they need to take them to the doctor on time and regularly.

## POSSIBLE SOLUTION CONTINUED

- Parents should be involved with their children's lives closely.
- Parents should help their children with their homework and provide the necessary school supplies, including internet, for their children.
- Teachers should guide students to get extra help after school with tutors.

## **ONE MORE POSSIBLE SOLUTION**

Teachers should give constructive criticism in order to help these children succeed academically.

# WHAT CAN WE DO AS A COMMUNITY?

- As a community, we can work together to eradicate poverty from the lives of families in the United States. We can contact our local, state and federal representatives to help out.
- We can fundraise for families who qualify and are below the poverty guidelines.
- We can form personal loan systems through organizations without looking at credit scores or other complicated things to help them borrow money.

## **WHAT CAN WE DO AS A COMMUNITY CONTINUES**

We can invite families who are able to donate additional funds so that other students might benefit.

# POVERTY



# CHALLENGES OF POVERTY

I wanted to know if parents believe the challenges of poverty can be overcome. I wanted to know if parents with low economic status viewed poverty as an insurmountable obstacle.

# CONCLUSION

Poverty has significant effects on children.



# **LET US ALL COME TOGETHER**

Please let us all come together and help these children who come from lower socio-economic status.

# CHILDREN RECEIVING BOOKS AT SCHOOL

Schools are good  
resources for books

Thanks!



# REFERENCES

- Benner, A., Boyle, A., & Sadler, S. (2016). Parental involvement and adolescents' educational success: the roles of prior achievement and socioeconomic status. *Journal of Youth & Adolescence*, 45(6), 1053-1064.
- Flouri, E., Midouhas, E., Charman, T., & Sarmadi, Z. (2015). Poverty and the growth of emotional and conduct problems in children with autism with and without comorbid ADHD *Journal of autism & developmental disorders*, 45(9), 2928-2938.

# Poverty and Low-grade Achievement

## What would you do?

- 1) A student from low socio-economic status comes to class and says he did not do his homework because he did not have a pencil to do it. How would you handle the situation?
- 2) A student come to her teacher and tell her she is ashamed to go see a tutor after school, how should the teacher handle the situation?

## Possible solutions:

1. give student a pencil when they leave home for the day because a lot of children don't have a pencil to do their homework.
2. suggest for student to go see a tutor after school to get help on their schoolwork.
3. check their homework and show high expectations.
4. throughout the day, show high expectation on their school work and don't accept anything less than their potential.

## Places to go for help:

- 1) The county of where the students live can be a great resource. The county can give these students who come from lower socioeconomic status the proper medical health benefits, MFIP (Minnesota Family Investment Program) and food stamps can help to ensure sure that families are well nourished.

### **The county phone numbers in the Twin Cities Metro area are:**

Hennepin County: 612-596-1300

Washington county: 651-430-6455

Ramsey: 651-266-3800

Dakota: 651-554-5611

2) Some organizations, such as the YMCA and American Reads can partner with teachers to give these students books and help them read after school. YMCA can also give students daycare and help parents who work longer hours.

These websites are:

[ymca.org](http://ymca.org)

<http://www.cehd.umn.edu/Reading/AmericaReads/>