

Impacts of Economic Crisis: Relationship between Poverty and Academic Performance of Students

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Abstract

Pakistan is facing many challenges in the various sectors. The Education is one of them. In every civilized society, the education is considered fundamental part of the life. The main causes behind the decline of education in which the economic crisis, calamities and terrorism are top most. In the present study the quantitative method was used and it is exploratory study. The data was collected by the teachers at secondary school level at district Badin. The instrument was close ended questionnaire consists of 24 items of five point Likert scale divided into three parts addressing to objectives and hypothesis of study. The reliability test for to check the consistency of items, Cronbach's Alpha is .990 for the 24 items. The data was analysed by the Pearson correlation test by SPSS. The target population is based on district Badin and simple random sampling is adapted consists of 608 teachers of public sector Higher Secondary schools. The current study shown that there is significant relationship among the academic performance of students and the available resources at the school level, population growth and unsatisfactorily education, uncertain condition for the future employment at secondary school level. Further it shown that there is mismanagement in the available resources and the students going to schools in the remote areas are affected. The initiatives taken at government and school level, the results reflected that there is economic crisis and minimum resources and there are no rewards for the students according to needs. At the school level, the findings revealed, there are no authority of school management for changing the time, generating funds and run the educational program on their behalf.

Keywords: Economic crisis; Poverty; Academic performance; School autonomy; Educational initiatives.

INTRODUCTION

Economically Pakistan is facing various challenges in the numerous sectors. The Education is one of them. The Education system is considered key pillar in the all civilized nations. Because it is crucial for the development and prosperity of the nation. The Education and Economy of any

country are interrelated for thriving the society. Both are considered for bringing up the intellectual capability and stability of the country. As it is well known in the world Pakistan is facing many challenges including the natural disasters and terrorism. Such types of threats create the hindrances the flourishing economy and have been one of the fundamental causes of worsening of the Education system. Such type of problems cripples this sector. Indicators of the Education of show the terrifying picture.

Due to the poverty, people have don't access to get Education of their children. There is unemployment and unawareness among the people regarding to enroll the children in the schools for better future and life. People are frustrated for the food shelter. In this condition, they don't care for the Education. In both, qualitatively and quantitatively, the Education remains fingered. According to the population, there are many children are not enrolled although they attain the age of school going. There are many children withdrawn from the schools due to the poverty issues. Dropout percent is increasing due to the poverty and lack of policy making about coping this situation at the Government level. The researchers concluded the some of the cause of dropout of the pupils are due to the heavy expenditure of education because of low income of families and unavailability of fundamental facilities in the schools in various countries (Latif, Choudhary & Hammayun, 2015, Gallego, Perez de los Cobos, & Gallego, 2021, and Kumar, Patel, Debbarma, & Saggurti, 2023).

At the government level, curtailing of funds in the education sector cause of great burden on the people to achieve the education. The extra expenditure on education creates many problems for the individual and society at large. Because there are other numerous socio economic issues created. There are many causes of deprivation of attaining the right of education. In which the day by day inflation, drop off the capability to cover the educational expenses. The best investment is in Education either at small or at large scale because this investment returns back the benefits either at individual or country level. The rate of return makes the difference between outcomes of education and investment on the education. In the developed countries, sufficient of amount is allocated for Education of the country and that is well known to all that will return back the country in various forms. As getting quality education, students are able to get a well job, run the business and play a vital role in the country. The education is the great source of human capital in the civilized societies. The financial stability is one of the reasons behind the change in the life of people. Somewhat the financial conditions can settle the problems and issues related with the education. There is diversity of resources among the public and private schools show the significant difference in the quality of education. It cannot be denied that there is no positive impact of the provision of fundamental resources. The poor people are already facing the many problems relevant with the financial matters. They can't afford the quality education of the private schools on high cost.

Problem Statement

This study aims to investigate the multiple disrupting factors of education associated with economic crisis. This aims to look into the affected areas of education system due to the economic crisis and how to manage them. The educational outcomes are associated with the interest individuals and society and financing for the Education. The education among the children is main source of enhancement of awareness and skills whereas both are by the provision of education. Globally, it lies the responsibility on the government to provide the education to all citizens.

Objectives

1. To find the factors effected in terms of poverty with the academic performance of students
2. To find the initiatives at government level for the enhancement of student's performance during poverty condition
3. To find the initiatives at school level for the enhancement of student's performance during poverty condition.
4. To suggest the initiatives for student's performance during poverty condition.

Research Questions

1. What are the factors associated with poverty and academic performance of students?
2. What are the initiatives taken at government level for the enhancement of student's performance in the economic crisis?
3. What are the initiatives taken at school level for the enhancement of student's performance in the economic crisis?

LITERATURE REVIEW

Economics and Education

According to the researchers, the policies of government regarding funding are interrelated with the educational outcomes (Michael L& Sarah T, 2018). As author referred the UNESCO (2015), the poor countries contribution in the education decreased from forty percent to 34 percent. Whereas the investment in education is very important for the developing countries (Grant, C, 2017). According to the authors, the financial matter is a key element of changes of individual's life (Darrick H & William A, 2017). The researcher found, the monetary policy regarding schools education gave the positive impact in terms of outcomes students and it is important to provide fundamental resources to schools (Eric A.& Ludger W, 2007). The researchers further added the additional resources to schools are the cause of significant changes (Eric A.& Ludger W, 2007). Authors revealed, the government policy of financing at various level in the education plays a key essential role in the country and the such type of policy is co related with national policy of education (Norimah R, Dayang A & Jan M, 2021). According to the author, there were adverse effects of covid-19 on the education system; there was the great loss of students deprived from learning around the world (Eric A & Ludger W 2020). As described by the author, in the less developed countries face the decline in the dropout and in the enrolment of the students due to the poverty (Rachel M, 2010). Researcher suggested, there should be priority in funding in the education for the educational growth. There should be top priority for the teachers' relevant matters (Gideon OB & Gideon AA, 2016). Author reported, due to the income reduction, the family faced the difficulty for affording the institution expenses (Jeffrey RB & Caroline MH, 2014).

The Effect Of Poverty On Education

The authors found that the association between education and poverty. The low paid parents are facing difficulties to provide education to their children. In the private sector schools give the education with heavy amount and those are sufficient in the resources whereas in the private sector schools, there is inadequate investment from government and parents are not satisfied with such type of schools because of poor quality of education. By this condition there is great difference

between the quality of education between public and private schools (Ismail Hussein, 2010). The researchers found, the poor people have no financial resources for the education of their children. They are already unable to feed their children (Ismail Hussein, 2010). According to the researchers, the cause of the lack of best performance of students is connected with the economic condition of students. The students with poor financial background have unsatisfactory results (Misty L & Laura D, 2011). The authors reported, the students belong to the low income families are unable to complete their education (Shazia, Shagufta & Rukhsana, 2022). The authors concluded the poverty and education interrelated with one another; there is education for getting rid of poverty whereas there are negative impacts of poverty on education (Phull, A. H., Phulpoto, N. H., Mahar, S. A. & Memon S, 2022). The author found, the students' dropout is associated with the poverty. There are positive impacts of educated parents on the achievement of objectives of children's education (B. V Kudaisi, 2014). The author described, the education is crucial for the development of socio-economic conditions and the worse condition of education may be the main cause of backwardness of developed countries (Memon G Rasool, 2007).

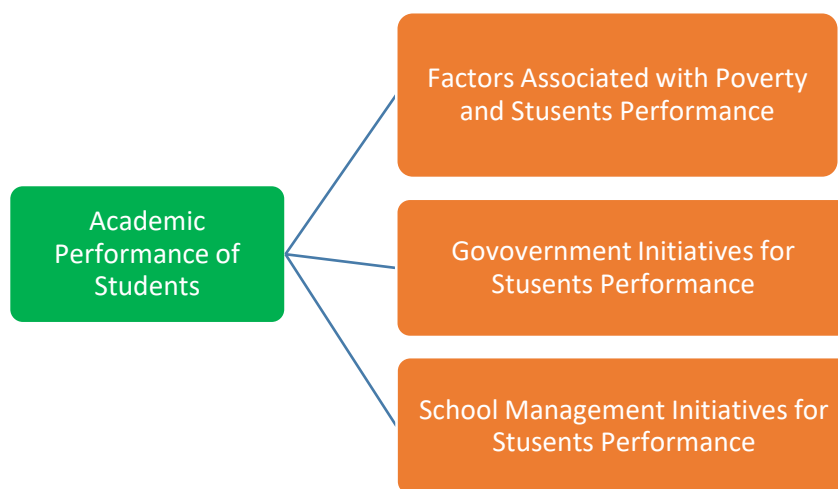
Hypothesis

1. Ho: There is no factor associated with the poverty and academic performance of students.
2. Ho: There are no initiatives taken at government level for the enhancement of student's performance in the economic crisis.
3. Ho: There are no initiatives taken at school level for the enhancement of student's performance in the economic crisis.

Theoretical Framework

The theoretical framework of this study shows the relationships between the variables associated with the poverty and various factors in terms of academic performances of students at secondary school level and the initiatives taken at government and school level regarding the improvement of performance of students.

Figure 1: Diagram of relationship between variables



METHODOLOGY

The present study is quantitative. The research instrument is closed ended questionnaire based on five point Likert scale consists of 24 items. The data was collected from the Badin District from the public sector Secondary School Teachers. Data was analyzed by the Pearson Correlation test for the validity of items by SPSS software. The target population is based on district Badin and simple random sampling is adapted consists teachers of public sector Higher Secondary schools. The population and sample of students are as under:

Table 1.

Schools			Teachers		
Schools	Population	Sample	Teachers	Population	Sample
Boys	12	12	Male	561	229
Girls	06	06	Female	183	125
Mixed	31	29	Total	744	254
Total	49	47	Total	1488	608

Reliability and validity

The reliability test for to check the consistency of items, Cronbach's Alpha is .990 for the 24 items which shows the reliable at 95% confidence interval. The validity of items checked by the pilot study.

RESULTS AND DISCUSSION

In table 2A, the maximum respondents agreed (62%) with the relation between the poverty and academic performance of students. According to the respondents in terms of effect of poverty on available resources of schools agreed (60%). The respondents agreed (63%) with the Impact of poverty on the performance of students due to Population growth. The variable associated with the poverty and unsatisfactorily education at public sector schools, the respondents agreed (71%) with this whereas the factor linked with the poverty and uncertainty of parents for the employment, most respondents agreed (64%) with this variable. The variable concerned with the poverty and resources mismanagement, respondents agreed (64%), in the relation between poverty and inflation in the countries, the respondents agreed (66%) with this. The impacts of economic crisis on school going students in remote areas, respondents agreed (72%).

Table: 2A Factors associated with the poverty and academic performance of students

S. No	Variables	SA	A	U	DA	SD
1	There is relationship between poverty and performance of students	126 49%	34 13%	28 11%	47 18%	19 7%
2	Impact of poverty on budgeting/available resources for the schools	121 47%	34 13%	29 11%	51 20%	19 7%
3	Impact of poverty on the performance of students due to Population growth	128 50%	34 13%	29 11%	44 17%	19 7%
4	Impact of poverty on unsatisfactorily education at public sector schools	148 58%	34 13%	23 9%	38 15%	11 4%
5	Impact of poverty on uncertainty among the parents and students for the employment	123 48%	43 16%	32 12%	49 19%	7 2%
6	Improper resources management at school	126 49%	39 15%	25 10%	45 17%	19 7%
7	Impact of inflation on poverty in the country	120 47%	48 19%	23 9%	44 17%	19 7%
8	Impact of economic crisis on School going students in remote areas	151 59%	34 13%	26 10%	38 15%	5 2%

In Table 2B, the validity of the items is checked by the Pearson Correlation test. If the value of r is between the 1 and -1 then the relationship between the items is favorable. According to the results the $r > .7$. It means that there is great relationship between the variables with the poverty and performance of students described in the table 2A, the null hypothesis is rejected.

Table: 2B Correlation between variables at 0.01 significant level.

Variable	Variable	Number of Items	r (2-tailed)
1	2	08	.961
1	3	08	.911
1	4	08	.775
1	5	08	.877
1	6	08	.909
1	7	08	.879
1	8	08	.711

In table: 3A the maximum respondents agreed (62%) relation between poverty and performance of students. According to the respondents in terms of impact of economic crisis on Low budgeting/available resources for the schools agreed (64%). The respondents agreed (65%) with the impact of economic crisis on shortage of number of schools in morning and evening shift. The variable associated with the lack of vocational education, the respondents agreed (74%) with this whereas the factor linked with the impact of economic crisis on shortage of number of teachers in the schools, most respondents agreed (68%) with this variable. The variable concerned with the shortage of number of schools' area wise, respondents agreed (67%), in the relation between impact of economic crisis on shortage of number of schools of population wise, the respondents agreed (67%) with this. The impact of economic crisis on shortage of number of school shift wise (morning/evening), respondents agreed (73%). The respondents agreed (66%) with the shortage of school's gender wise. The variable concerned with the no rewards/scholarships for the needy and outstanding students, respondents agreed (67%).

Table: 3A The Educational initiatives at government level for the enhancement of students performance in the economic crisis.

S. No	Variables	SA	A	U	DA	SD
1	There is relationship between poverty and performance of students	126 49%	34 13%	28 11%	47 18%	19 7%
2	Impact of economic crisis on Low budgeting/available resources for the schools	111 44%	50 20%	31 12%	48 18%	14 5%
3	Impact of economic crisis on Shortage of Number of schools in morning and evening shift	125 49%	42 16%	30 12%	40 16%	17 7%
4	Lack of Vocational education	141 55%	48 19%	24 9%	34 13%	7 3%
5	Impact of economic crisis on Shortage of Number of teachers in the schools	126 50%	47 18%	33 13%	44 17%	4 2%
6	Shortage of Number of schools area wise	130 51%	41 16%	26 10%	41 16%	16 6%
7	Impact of economic crisis on Shortage of Number of schools of population wise	120 47%	51 20%	25 10%	42 16%	16 6%
8	Impact of economic crisis on Shortage of Number of school shift wise (morning/evening)	150 59%	37 14%	25 10%	39 15%	3 1%
9	Shortage of Schools gender wise	126 49%	43 17%	27 10%	42 16%	16 6%
10	No Rewards/scholarships for the needy and outstanding students	120 47%	51 20%	27 10%	40 15%	16 6%

In Table 3B, the validity of the items is checked by the Pearson Correlation test. If the value of r is between the 1 and -1 then the relationship between the items is favorable. According to the

results the $r > .7$. It means that there is great relationship between the variables with the poverty and performance of students described in the table 2A items, the null hypothesis is rejected

Table: 3B Correlation between variables at 0.01 significant level.

Variable	Variable	Number of items	r (2-tailed)
1	2	10	.895
1	3	10	.895
1	4	10	.726
1	5	10	.803
1	6	10	.841
1	7	10	.847
1	8	10	.706
1	9	10	.824
1	10	10	.857

In table 4A, the maximum respondents agreed (62%) with the relation between poverty and performance of students. According to the respondents in terms of no autonomy of school management to change the school time and formation of shifts (morning/evening), agreed (63%). The respondents agreed (64%) with the no autonomy for assigning the duties of teachers shift wise. The variable associated with the no autonomy for generating the funds at school level, the respondents agreed (73%) with this whereas the factor linked with the no autonomy of initiating the vocational/skill development programs, most respondents agreed (66%) with this variable. In the factor no rewards/scholarships from the school for the needy and outstanding students, the respondents agreed (66%) with this, The variable concerned with the lack of vocational educational teachers, respondents agreed (68%). The variable no public private partnership for education at school, respondents agreed (74%).

Table: 4A The Educational initiatives at school level for the enhancement of students performance in the economic crisis

S. No	Variables	SA	A	U	DA	SD
1	There is relationship between poverty and performance of students	126	34	28	47	19
		49%	13%	11%	18%	7%

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2	No Autonomy of school management to change the school time and formation of shifts (morning/evening).	107	53	32	48	14
		42%	21%	12%	19%	5%
3	No Autonomy for assigning the duties of teachers shift wise	121	43	33	40	17
		47%	17%	13%	16%	7%
4	No Autonomy for generating the funds at school level	136	51	24	36	7
		53%	20%	9%	14%	3%
5	No Autonomy of initiating the vocational/skill development programs	117	50	34	49	4
		46%	20%	13%	19%	2%
6	No Rewards/scholarships from the school for the needy and outstanding students	125	43	30	45	11
		49%	17%	12%	18%	4%
7	Lack of vocational educational teachers	125	48	25	42	14
		49%	19%	10%	16%	5%
8	No public private partnership for education at school	150	37	25	40	2
		59%	15%	10%	15%	8%

In Table 4B, the validity of the items is checked by the Pearson Correlation test. If the value of r is between the 1 and -1 then the relationship between the items is favorable. According to the results the $r > .7$. It means that there is great relationship between the variables with the poverty and performance of students described in the table 3A items, the null hypothesis is rejected.

Table: 4B Correlation between variables at 0.01 significant level.

Variable	Variable	Number of Items	r (2-tailed)
1	2	08	.888
1	3	08	.881
1	4	08	.696
1	5	08	.738
1	6	08	.813
1	7	08	.851
1	8	08	.705

FINDINGS

Present study reveals that there is significant relationship among the academic performance of students and the available resources at the school level. There is academic performance is affected by the population growth and unsatisfactorily education in public sector schools. The students and parents go through the uncertain condition for the future employment. The findings show that there is mismanagement in the available resources and there is impact of inflation on poverty in the country whereas the students going to schools in the remote areas are affected. The variables relevant with the initiatives taken at government and school level, the results show that there is strong relationship between students' academic performance and the respondents reflected, in the economic crisis minimum resources, impacts on number of schools and teachers gender wise, shift wise and population wise. The results shown, there are no rewards for the students according to aptitude and needs. At the school level, the findings revealed, there is no autonomy of school management for changing the convenient time for the students and formation of school in two shift (morning/evening). There is no powers delegated for the initiation the programs and generating the funds at school level. This study revealed, there is no vocational education at school level for affording the expenses of students on their own behalf and there is no public private partnership to run the schools.

CONCLUSION

Economically Pakistan is facing various challenges in the numerous sectors. The Education is one of them. The Education system is considered key pillar in the all civilized nations. There are many reasons which are responsible for the decline of education in which the economic crisis, calamities and terrorism are top most. The current study shown that there is significant relationship among the academic performance of students and the available resources at the school level, population growth and unsatisfactorily education, uncertain condition for the future employment at secondary school level. Further it shown that there is mismanagement in the available resources and the students going to schools in the remote areas are affected. The initiatives taken at government and school level, the results reflected that there is economic crisis and minimum resources and there are no rewards for the students according to needs. At the school level, the findings revealed, there are no authority of school management for changing the time, generating funds and run the educational program on their behalf.

Recommendations

According to the findings of present study, it is obvious that there are the impacts of economy on the students' performance. The current study suggests, there should be public private partnership to run the schools to afford the expenses and ensure for the provision of all necessary resources for the academic process to achieve the objectives of education. There should be stipend for the all needy students to afford their expenses. There should be vocational education for all students so that they can do best at their level for the educational expenses and for support to their family for livelihood. There should be delegation of powers to school authorities for running the school

shift wise according to students need and feasibility, and they can generated the funds on their own behalf.

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