



Original Article

Factors Influencing Students from Low-Income Families to Excel Academically, The Case of Korogwe District, Tanzania

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The study explores factors that influence some students to excel academically despite them coming from low-income families. The study was guided by two objectives; to examine what influence students from low-income families to excel academically and; to identify the role of teachers in influencing students from low-income families who excel academically. The study employed a qualitative approach and explorative case study design. A sample of 16 respondents was drawn from 3 primary schools for data collection. Where 12 are students from low-income families who are doing well in academics and are in standard 5 to 7, other respondents are teachers of guidance and counselling and classroom teachers. Data was collected using interviews and documentary reviews. Findings revealed that these students excel academically due to; the self-driven force of students, good relations between students and teachers, motivation from parents and teachers, good academic networks, and support from family members. According to the findings, the study recommended that; Tanzania Social Action Fund (TASAF) support these students to help them get school requirements, introducing boarding schools for these students, improve parents' economic status, frequently provide training of guidance and counselling to teachers, increasing number of teachers, and school to improve its financial status.

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INTRODUCTION

The impact of poverty on the lives of children and their families is devastating, long-lasting, and generational (Carter, 2014). About 20% of the world's children live in extreme poverty. Children are often viewed as the greatest victims because they enter poverty by virtue of their family's financial situation which they are powerless to alter (Brooks-Gunn & Duncan, 1997). Poverty adversely affects children's life chances and wellbeing in terms of physical, emotional, social, and cognitive abilities and school achievement. Families with a lower socioeconomic status (SES) have been found to have fewer financial and educational resources and less access to social and cultural capital. This deficit in family resources is adversely associated with children's wellbeing. Despite those challenges, some students from these families emerge and excel well academically. Therefore, this study sought to investigate what influence is behind enabling these students to do well while the majority of some students fail to do well.

Background of the Study

In developing countries, children in poverty are at much greater risk of never attending school than wealthier children, and these differences are wide. For example, in a sample of 80 countries, 12% of children in the top quintile of households never attended school, whereas 38% of children in the poorest quintile never attended school (UNICEF, 2019). Analyses show strong positive relationships between socioeconomic status and student achievement across countries, across age levels, and

across academic areas of study (Engle & Black, 2008).

Poverty affects the way children learn as well. For starters, children who directly or indirectly experience risk factors associated with poverty or low parental education have a higher than 90% chance of having one or more problems with speech, learning, and/or emotional development. Also, kids who are experiencing poverty at home often have difficulties focusing at school. There are also often higher levels of stressors and issues that these young children are worried about after school, in addition to having to worry about completing their homework (Aber et al., 2012).

The effects of poverty on children are wide-reaching and can lead to lifelong struggles, especially when young people do not receive a full education. Poverty and education are inseparably linked because people living in poverty may stop going to school so they can work, which leaves them without the literacy and numeracy skills they need to further their careers. Their children, in turn, are in a similar situation years later, with little income and few options but to leave school and work (Dahl & Lochner, 2012).

School readiness reflects a child's ability to succeed both academically and socially in a school environment. It is well documented that poverty decreases a child's readiness for school through aspects of health, home life, schooling, and neighbourhoods. A child's home has a particularly strong impact on school readiness. Children from low-income families often do not receive the

stimulation and do not learn the social skills required to prepare them for school. Typical problems are parental inconsistency (with regard to daily routines and parenting), frequent changes of primary caregivers, lack of supervision, and poor role modelling. Very often, the parents of these children also lack support (Ferguson et al., 2007).

Studies have explored the mechanisms of families affecting children's academic achievement based on the study of Coleman, from the human capital theory, cultural capital theory and social capital theory and so on. The human capital theory claims that education is an important human capital investment, where the "cost-benefit" framework is the primary principle for families to make educational investment decisions, and the difference in children's educational achievement is mainly caused by the difference in family educational investment. Because of the limitation of family resources, parents of low-income families usually are not able to invest sufficiently in their children's education, which affects their children's academic achievement (Becker, 1964). Gross (1993) showed that students' cognitive skills are positively related to their parent's socioeconomic status.

Children living in poverty experience the daily impacts of hunger, illness, insecurity, and instability. They also are more likely to experience low academic achievement, behavioural problems, and social and emotional development difficulties (Brooks-Gunn & Duncan, 1997). In developing countries, context research shows that children from poorer backgrounds are disadvantaged concerning their development, learning, and attaining potential (Kamper & Mampuru, 2007).

Kay (2000) suggests that 'children are simply much more likely to achieve success if they come from a certain type of family. Poor parents have a limited amount of time to spend with their children, partly due to the lack of financial resources and the need to deal with day-to-day basic survival issues. This lack of time, heightened by the inability of poor

parents to provide support owing to their own levels of attainment, hampers nurturing from within families. When families are struggling to provide food for children, they are often not able to provide the educational support needed for students to be successful. The ongoing stress of living in a state of poverty creates a toxic home environment, and the students' success at school is hindered (Jensen, 2009).

Research Objectives

- To examine the influence that makes students from low-income families excel academically.
- To identify the role of teachers in influencing students from low-income families who excel academically.

Research Questions

- What is the influence that makes students from low-income families excel academically?
- What is the role of teachers in influencing students from low-income families who excel academically?

METHODOLOGY

This study employed the case study design. The study adopted the triangulation method (i.e., the combination of both primary and secondary data collection). The study adopted a case study research design. The target population of this study comprised six (6) teachers who are class teachers and guidance and counselling teachers in three schools and 2 per school in 3 selected schools, and twelve (12) students from low-income families who excel academically, who are in standard 5, 6, and 7. Therefore, the sample size made a total number of 18 respondents. However, a total of 16 respondents participated in the study. A semi-structured interview was used for both teachers and students. After data collection, all the data collected were adequately checked for completeness. The qualitative data, available documents, and

interviews were analysed by themes analysis. The data were checked to ensure that the output was free from outliers and the effect of missing responses was at a minimum.

FINDINGS AND DISCUSSION

Twelve students from low-income families who excel academically participated and provided answers for the main objective of this research. According to findings, students from low-income families who excel academically have different factors that influence them to do better at school. There are similarities and differences in factors that influence these students to excel academically. The differences in these factors from one student to another are due to reasons like the type of family member they had at home, personal family situation at home, age of the student, types of friends whom they hang out with, and student motivation which is either intrinsic or extrinsic. The representation of findings will base on themes that will directly answer the research title.

General Factors

In both studied schools, the sample respondents have shown same similar answers that answer the research title. The following are the factors that cut across to all respondents.

These students walk different distances to get to school, for example, some walk up to 6 km to get to school, but some live near the school, some students have been living with parents, and some have no parents at all, are orphans. Access to school necessities like uniforms, shoes, bags, books, and exercise book is hard. To others, it is very difficult even getting a notebook on time. Although there are many things that set them apart, even if they come from similar family backgrounds, they have two things that make them do well in their studies which are:

Self-Driven Learning

In this research, it was revealed these students have self-driving force, which is a power that pushes them hard and hard to learn. Most of them like being at school. Their school attendance is good and also their teachers like the way they do their classwork.

According to the findings, they are the kind of students who are highly active during the teaching and learning process. They actively participate in class by asking and answering questions during class time. Despite coming from poor environments, sometimes they study on an empty stomach, they lack learning material like exercise books or reference books, and they do not have a smart uniform; they put much effort into their studies. For example, one teacher said:

When I bring back exercise books to students after marking, these students like to make the correction for themselves and bring them back to me to check if their right. You do not need to force them to study; they are willing to learn. These kinds of students need effective care and guidance so to be better students always. It is like they have a burning fire inside them, desiring to know more, so it is the duty of a teacher to make sure this burning fire does not stop, but it is still burning every day.

According to the teacher's explanation, these students do not like to make mistakes in learning, which is why they keep trying to get the right answers to the question they did wrong before getting help from the teacher. These students usually do not like to do things that make them think too much and tire their minds, which is why most students do not like thinking lessons like math. This is a very high level of love for learning. Another teacher talked about this situation and said:

These students like to learn, the way they focus on school matters is very different from others; they are not here because they are supposed to be, but they love to be here at school; they do

not miss school like other students, especially those come from low-income families but they have poor performance.

Both statements from the teachers show to what extent these students push themselves in the learning process. This idea can be supported by Burgess et al. (2016) who argued that children of low socioeconomic status rely on the power of curiosity as their intrinsic motivation to achieve academic achievement in school.

Apart from these, students show interest in learning in the classroom; they also show effort even when they are out of class by visiting and sitting in study areas and looking for learning material, even though parents have failed to buy them. One example of a student said:

I like to learn by myself, and I like to go to in Room to Read class and take books that I am interested in. Teachers appointed me a leader of the Room to Read class, most of the time especially during the break time, I like to be there to read. I like to study because it helps me to understand many things, but also it helps me to understand very quickly when the teacher introduces a new concept in the class, but it gives me room to ask questions that can make me understand much. I spend my time at school reading because at home I do not have time because of many duties from my mother.

Room to Read is an organisation that deals with freeing children from illiteracy and gender inequality. They help children in historically low-income communities develop literacy skills and a habit of reading by supporting girls as they build skills to succeed in school and negotiate key life decisions. In these schools, they introduce libraries that students are in charge of under teacher supervision. Students are free to enter and read different books and borrow them for home studies. So, the students who like to enter this room are those who like to read. Another student said:

I like to learn, but my parents do not buy me learning materials, so I ask for learning materials from students who have finished standard seven. I use that material for self-study at home and school.

Students love teacher attention, parent, or other tension like an examination to concentrate in their studies. The more these students see improvement in their academic performance, they are encouraged to do much. Things that make recognition of the effort in what they are doing encourage them more, for example being the leader at school. This argument is supported by Burgess et al. (2016) who state that students' curiosity expressions of socioeconomic status are higher in the aspect of showing eagerness to learn new things, which describes the students' enthusiastic feelings to learn new things in school. This enthusiasm for learning stems from the desire of students to learn the socioeconomic status of various new knowledge information at school, which they cannot get at home due to limited facilities and stimulation of curiosity from parents. Parental education background as one aspect of students' socioeconomic status determines how parents behave in stimulating and providing feedback to identify gaps in student knowledge.

Self-Driven Learning Force Due to Outside Condition

The desire of wanting to learn hard also comes from their surrounding environment, especially in their family. These students have been living with challenges like doing laborious on other people's farms with their parents, others have parents who have mental illnesses, others have food problems like eating the same food every day, others sleep or study on an empty stomach, and others do not like living in bad house, which is covered by grass at the roof with no cement floor. These are challenges that in one way or another hinder student from low-income families from concentrating and performing well in their studies. It requires a strong mentality to

change these challenges as a motivational force. These students live with purpose, which comes from the challenges they face every day, and that is why they do not give up on their studies. This is a kind of self-driving force that comes from outside, but he/she changes it and uses it to push him/herself in the desired direction. For example, one student said

I do not like going to other people's farms and working as a labourer, but we are supposed to go to help mother because mother depends on it to earn money. Due to this labour, sometimes, we do not go to school. This situation really annoys me that is why I study very hard to have a better future.

Working on people's farms to earn a living is a very low standard of living. Failure to work on your farm to produce more and rely on labourers is not a good standard of living, especially in rural areas. The situation of using children for income shows the high need for money in that family. This student is disgusted by this situation of failing to attend school and going to do laborious. That is why he sees school as the best way to help his family from this situation. One student also spoke about this situation and said:

Food at home is a challenge sometimes there are days when food becomes scarce. I do not like the way we eat Ugali every day. If I can study hard and get a good job, I will help my family to have a good life.

Food is very important for human life, but eating the same kind of food every day makes a person lose his appetite or eat because he is hungry. Regular dieting is important to help the body get all the nutrients it needs. This student hates the situation because he has seen the need to devote himself to his studies in order to come and discuss this eating disorder as a medicine. One of the students spoke by describing his mother's condition and said:

My mother has a mental illness condition, I do not like that situation. I promised my

grandmother one day I would get a job after finishing my study and I will find a doctor to treat my mother. I do not like my classmates mocking me about my mother's situation.

These students have had challenges in their families that are in one way or another been very annoying to them, but they have not been able to solve them at the moment. They are confident enough that through studying hard they will be able to solve these challenges and change their socioeconomic status to a better one.

This kind of self-driving force has been supported by some researchers in their studies, such as Roosevelt and Emblidge (2001) who noted that poverty motivated them to excel. Problems, failures, disappointments, frustration, fear, and self-doubt are just some of the distractions along the road to success. Be resilient, vigilant, and militant so that you can turn your adversities into achievements. The future belongs to those who believe in the beauty of their dreams.

Teacher and Students Relationship

The study revealed that teachers play a great role in ensuring these students perform better. The role of a teacher is not because they are knowledge implementers but because they play other roles to them like guiding and counselling, acting as a friend, and also their mentor. These students, in most cases, develop a strong bond with some teachers that makes them be together most of the time they get free time.

It is not only students who love and admire their teachers, but also some teachers have deep love and passion for these students. This kind of love is based on how students follow the teacher's advice, the good behaviour that they show, their commitment toward academic matters, and how students are open to sharing their challenges.

Guidance and counselling provided by teachers have great inspiration, which makes sure these

students have strong psychological stability to face and handle the challenges that surround them. It is hard to convince a student who does not have food assurance at home, and poor support from parents or caregiver, to concentrate at school when he/she know the family condition does not guarantee support for further studies after primary school. For example, one of the teachers said:

Although the number of teachers is small in the school, which makes us have a lot of responsibilities, but giving advice and counselling to students is important. It is hard for a student to understand you in class if he/she has psychological problems. Sometimes students come to us and tell us their problems, we have a responsibility to notify the students who have different challenges and help them out. The goal is to create a better environment for students so that they can learn easily. As students from low-income families who excel academically, we have been with them shoulder to shoulder by constantly advising them. This responsibility is for all teachers who teach in their classrooms

The small number of teachers causes them to have many subjects to teach, this makes to have a lot of responsibility. Teachers are judged by finishing their scheme of work. That is why it needs a lot of courage to look at students' personal problems in situations like this, where the number of school staff is small. Another teacher added by recognising the presence of orphans and said:

Guidance and counselling are the best way to prepare these students psychologically; we have created the best playground for students to feel safe to tell us their problems. Students from low-income families excel academically; there are others who are orphans and live with their caregivers who are relatives like grandmothers. When you talk to them, they express how they have missed their parents; it is our duty to help them to settle so they can concentrate on school

matters. We tell them the fate of their lives is in their hands because their current situation is only temporary if they do well in school. They have been understanding and teachers, we have been very ready to help these students

Teachers have endeavoured to identify the needs of their students and to use appropriate methods to help them with these psychological problems. Teachers have found that a stressed student cannot be taught because his mind is not in the lessons. Teachers have shown how this program of guidance and counselling has helped these orphan students to settle and concentrate on their studies. Also, another teacher said:

We often call them for advice when we see them having stress during the teaching process; sometimes their thoughts are completely outside the class. It is easy to note them because they are the kind of students who like to learn and they are very brilliant; they always ask and answer questions. Most of the stress problems come from home; the school environment has little to do with their stress. We always give them advice and encouragement when we see they need it. For example, one of these students has a mother who has a mental problem. Sometimes she walks here at school and does stupid things like talking to herself. During guidance and counselling sessions, he expresses how bad he feels about her mother's situation.

Holcomb-McCoy (2007) opined that guidance and counselling help students to navigate through different educational paths and options and maintain or increase their expectations and commitment. Effective, culturally responsive school counsellor advocacy and collaboration with low-income students and their families are essential to successfully address the pernicious achievement and access gaps pervasive in U.S. schools.

The study also revealed that the strong bond between the teacher and these students does not base on the guidance and counselling that the teacher provides, the admiration for each other influences the bond. The way teachers create a good environment for students to access them and help these students to feel like their best friends. For example, one student said:

My classroom teacher is the best friend of mine I love her because she likes to see me doing better and she believes in me. She believes I can do much better in my academic journey, she always insists I put much effort into my study.

This student has an adult friend who is educated and very lucky to find that kind of friend who loves him and has faith in him. When a teacher loves a student, the student becomes more active in his/her subject. But the teacher's trust in the student evokes a sense of self-confidence and greater commitment to academic matters. Another student also said:

During break time, whenever I see my mathematics teacher alone, we go to talk to him stories about life and school matters. I like him because he is very kind to us.

The way teacher lowers themselves to these students have a great impact as it helps the teacher to understand the challenges and needs of his/her students deeply. Also, it is a prestige to these students; this increases their confidence and self-esteem. Jerome & Pianta (2008) on his study commented that children who are living in high poverty face challenges in attaining desirable success in school. Positive teacher-student interaction enhances positive attitudes towards teachers and achieves positive academic outcomes. Studies reveal that students who have positive relationships with their teachers are less likely to avoid school and more likely to develop a sense of belongingness towards school. On the contrary, conflicted teacher-student relationships increase poor academic grades and show disobedience

towards the school system and build mistrust towards teachers (Goddard, Tschannen & Hoy, 2001).

Individuals Factors

The main reason these factors do not cut across to all samples is that the respondents have two major similarities, which are, coming from low-income families and having good academic performance. But these students also have differences like age disparity even if they are in the same class, the way they make social interaction, differences in family background, and their mental ability to deal with challenges.

Motivation

Motivation is the most crucial driving force for the student learning process. Some respondents identify how they feel good and appreciated when they receive rewards and gifts due to their good performance at school. Motivation can be in any form but will help students to work hard in his/her studies. Teachers, parents, and caregivers play a role in motivating these students.

The motivations for these students come from teachers and parents or guardians. To a large extent, the teachers have been aware of the beauty of these students by the way they do their studies. Due to the low level of education of the parents of these students, most parents fail to realise how much their children are committing to their studies, which means some parents have been failing to give them various incentives when their children are doing well. Parents have been giving them gifts of school requirements like bags, shoes, and school uniforms, some are given a small amount of money, and others are cooked rice as a gift. In one way or another, these kinds of motivation help to push these students to keep fighting at school. For example, one student said:

My grandmother buys me soda and cooks rice or gives me one thousand to buy anything that I

want if the report shows that I am first or second in the annual examination. I felt so happy that day. I often tease the little ones that they have eaten rice because of me doing good in my examination.

Teachers have been motivating these students in one way or another, some schools provide support for pens and exercise books to these students because the majority of these students do not get support from the government through TASAF even if they are in need. Also, some teachers have been helping these students in other ways such as sewing school uniforms and giving them clothes for their children, and some have cut health insurance to ensure they are always healthy. This commitment by teachers and school help students increase inspiration in their studies. For example, one teacher said:

We always plan to help such students as a school, we set a budget to provide notebooks and pens to students who come from low-income families when shopping for school supplies. As teachers, we have achieved to organise ourselves to provide health insurance to 10 students who come from low-income families.

Although there are difficulties in life, teachers and school management at large see the importance of these students and carry their responsibilities by ensuring they help them get where they are expected to reach academically. Many schools have been given capitation funds for running schools. But in rural, many schools have fewer students and hence have been receiving fewer grants, so taking on the burden of buying exercise books and pens for students from low-income backgrounds is a difficult decision. Teachers have been complaining about low salaries, but the little money they earn does not stop them from doing good for their students. These teachers have seen the importance of their students' health by making sure they get treatment whenever they get sick so that they do not miss classes just by staying home when they are sick. This support not

only provides students with a better learning environment but also makes them feel a sense of belonging even though they come from poor economic backgrounds. Another teacher said:

Sometimes you wish these kids were yours, they are very committed to the class and they have a very high standard of discipline. We like to see these students continues to do well in their study, that is why we always help them; for example, many students from low-income families who excel academically have ragged clothes, and we love to see them in smart clothes, so we decide to buy them new school uniforms, but also some teachers give these students home clothes, it is their children clothes that they do not wear anymore. These students and their parents are very thankful for this kindness.

According to study findings, it shows to what extent motivation have used to boost students' performance at school. For example, Maslow (1943) noted that motivation is very important in learning. It is necessary at home and in school. One of the major problems confronting teachers and parents is that of motivating learners to perform assigned tasks to meet or even excel at predetermined standards. Motivation energises and sustains behaviour, directs, and regulates behaviour, and even enhances selective behaviour. A learner, under-motivated condition, exhibits purposeful behaviour aimed at achieving the set goals. The students are motivated to learn by their satisfaction of needs like physiological: Shelter, food, water, rest etc. Safety: materials, love and belonging. The satisfaction of these needs leads to the quest to satisfy higher ones which are self-esteem and self-actualisation needs.

Also, Bandura (2001) argues that what determines a given student's level of motivation is quite complex, but most current theories of motivation suggest that both personal characteristics (e.g., values, attitudes, and self-perceptions) and socio-environmental

factors (e.g., parents, teachers, and classroom climate) can shape students' academic motivation.

Good Academic Network at School

This study revealed that some of these students do not have many friends but they have crucial friends around them and it is because of the way they use their time at school. Others like to work alone, but others like working with peer groups. Those who like to hang out with friends like to spend time with bright students in class while doing exercises and other subject practices. The majority, during break time do not engage in sports and games. This disparity of time spent during break time shows that during break time, they spend much on academic matters, so they surround themselves with bright students or teachers who are friends to them.

Some of these students have friendships with teachers' children who are in the same class. Another teacher decides to take these students and live with them so that this student and his/her child can get more time to study together at home. Student friends have a great impact on their attitude; friends who like to study can improve his/her friend. For example, one of the students said:

When a teacher is not in the classroom me and my friends ask each other questions, and we use exercise books and past papers to ask questions, if the question is hard for all of us, we go to seek help from standard 7 students who are more intelligent.

Students like to waste time playing and talking when the teacher is not in the classroom. But these students have been pushing each other in their studies because they are the kind of friends who have ambition. Friends in the same class spend a lot of time together at school. Friendships formed on academic terms help students to constantly challenge each other academically by providing various challenges as these students ask each other questions. Another student said:

My friends and I like to work together on teacher tasks, sometimes, we differ in answers, but everyone must defend his answer by showing how he gets the answer. We are helping each other in our studies.

The statement shows how these students help each other in academic matters. If they provide a chance to each other, it means they respect each other's opinions and abilities. This kind of cooperation helps each other because no one dominates the discussion. Another student adds by said:

We have a timetable for doing tests at night before sleeping. We prepare questions and test for each other at school during break time. No one like to fail to answer the test of the other, so you must study hard at school when you get free to make sure you answer correct the question prepared for you. My friend's father is our teacher and he took me from home and now I am living together in his house. His father sometimes supervises us and give us different technique to help each other.

Some studies have been conducted about the influence of peer groups on student academic performance. Bierman (2004) & Ladd et al. (1999) argued that peer group is an important influence throughout one's life, but they are more critical during the developmental years of childhood and adolescence. Adolescents always emulate their mates in whatever form of behaviour they exhibit, particularly that which interests them; thus, since socialisation only refers to changes in behaviour and attitudes having their origin in interaction with other persons and those which occur through integration, a child learns more through interaction with peers.

Support from Family Members

According to the student respondent, some of them have brothers, sisters, uncles, and aunty who study in secondary school, and they live together at home. Some of these family relatives have a tendency to study at home during the night or early in the

morning before going to school, so they join their relatives to study together but also teach them at home.

They do not study every day at home because home study depends on home daily activities, the day they spend doing heavy activities like farming, and they do not study at night. In one way or another, these family members who help some of these students play a big role at home in guiding and directing their young ones for more studies at home. All these students do not go to tuition after school, so this helps. What they get from their sibling is like tuition to them. One of the students also said:

My sister helps me to prepare my home timetable for individual studying at home and she makes sure I follow the timetable; she gives me a task to study at school; during night study, she starts asking questions about that task, and she helps me when I get wrong.

It is fortunate for these students to have relatives who are serious about the academic matter and also, and they are doing well. They help their younger ones to improve by making sure they are doing the right thing at home. But also, these relatives have acted as an example to their young ones in believing their home background is not the problem for them to go further in their academic journey. Also, another student said:

My uncle and I study together at home after eating. He teaches me at home when he gets time. He likes to study in the morning before going to school. When he wakes up, he wakes me up with me. He uses his primary exercise books to teach me at home.

Buhrmester & Furman (1990) argue that positive emotional support is very important in sibling relationships, especially when older siblings often care for their younger siblings in a school setting. This would confirm the theory that having older siblings can be a positive aspect of a family dynamic and the younger sibling would therefore have better

outcomes in school, academics, and mental health, among other areas.

Recommendations

On the basis of the research findings and discussions, the following recommendations are made to the government and school authorities. Provision of Tanzania Social Action Fund (TASAF) support to these students, Introducing Boarding Schools for These Students, Improve Parents' Economic Status, e.g., through improving the agriculture sector, which most of the parents of these students relay, improving the financial status of the school, e.g., introducing vegetable garden at school.

Suggestions for Further Research

This analysis provides a foundation for further work by documenting the factors that influence students from low-income families to excel academically in primary school. But many areas are still needed to be studied. The school can also look at the secondary and college-level factors that influence these students to do well.

Future studies can also access and expand the detail of the study by involving the parents/caregiver and other relatives at home. But also, some neighbours at home, this will help much to go deeper on this topic.

Furthermore, this study dealt with only a small portion of the population of the Korogwe District. This makes its findings not qualify for nationwide generalisation. Therefore, other studies should be done encompassing a large population so that the findings can be generalised.

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