

## The Influence of Poverty on Students' Class Engagement in Community Schools of Nepal<sup>1</sup>

Bishnu Bahadur Khatri, Yogendra Thapa, & Kamal Prasad Koirala

### Abstract

The relationship between poverty and education is complex and interdependent. Poverty limits access to quality schools and educational resources, leading to lower academic performance and class engagement. The main objective of this study is to analyze the effectiveness of poverty on class engagement and assignment submission. A cross-sectional survey method has been applied with a quantitative and positivist philosophical setting. The sample size of five hundred thirty was selected from 20 community schools in Jhapa and Morang through stratified sampling, where poverty identification was based on the Nepal Multidimensional Poverty Index (MMPI), 2021. Data were collected using a semi-structured questionnaire, structured observation, and structured interviews, and were analyzed within a logistic regression framework using Stata 18. From the collected data it is discovered that 90 percent of students are far from better learning resources and about 50 percent of students living in poverty have fewer opportunities to correct assignments regularly. The majority of poor students who do not complete homework within the deadline are punished physically. Similarly, more than 70 percent of students living in poverty have no access to interaction and learning support. Similarly, students living in poverty participate less actively in class during the submission and correction of assignments. Poverty-stricken students have not taken full advantage of their educational prospects. The study further suggests that quality education for students living in poverty

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Bishnu Bahadur Khatri, Associate Professor at Central Department of Rural Development, Tribhuvan University, Nepal, <https://orcid.org/0000-0003-4777-1307>; Yogendra Thapa & Kamal Prasad Koirala, Assistant Professors at Central Department of Education, Tribhuvan University, Kathmandu, Nepal.

Emails: [bishnu.khatri@cdrd.tu.edu.np](mailto:bishnu.khatri@cdrd.tu.edu.np), [thapa.yog@gmail.com](mailto:thapa.yog@gmail.com)

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is possible through the provision of quality educational resources, support to teachers and families, and the implementation of programs that address the specific needs of children.

**Keywords:** Academic performance; assignment submission; class engagement; community schools; Nepal; poverty

### **Introduction**

Poverty has a negative impact on education, while a lack of education and self-consciousness can also perpetuate poverty. Similarly, students living in poverty have limited access to learning resources (Thapa, 2013), supportive behaviour from stakeholders, academic environment at home (Thapa, 2022) and self-conscious. As a result, students living in poverty are being poorer in academic performance and class participation as well.

Student's academic performance and the school environment are also structurally related (Chen et al., 2012). If students feel ownership and a favorable learning environment at school, they will participate actively (Steinfeld, 2020) and perform better on one hand. On the other hand, frightening settings reduce class participation, which results in lower success (Chen et al., 2012). Therefore, due to an unfavorable environment and lower than expected involvement in class, students who live in poverty have a higher likelihood of attaining poor results.

Schools that are resourceful and welcoming to children have greater opportunities for participation and success (Khatri et al., 2024). Positive relationships with teachers have a significant effect on classroom management or students' creativity (He & Li, 2024). These elements help create positive attitudes towards educational activities, like participating in interactive activities and submitting assignments on time. Similarly, the current trend in education calls for a more participatory and team-based approach to meeting students' needs or better performance (Michaelsen & Sweet, 2011). However, historically, Nepalese schools have been running (Rijal et al., 2015) as a mash-up, following a one-size-fits-all approach, and pupils have no chance to connect with and share experiences with instructors, especially students living in poverty (Thapa, 2022). In this context, students living in poverty may be unaware of the importance of academic engagement, particularly about assignment submission. Exploring this context is beneficial for fostering inclusive class engagement.

Because of traditional, passive, and non-interactive learning methods, Nepalese schools are getting weaker and poorer (Education Review Office [ERO], 2020). One of

the causes of this condition might be poverty, which hurts academic success (Thapa, 2013). Furthermore, 30 percent of underprivileged or impoverished pupils do not routinely finish their assignments and have no access to a feedback system (Catalano et al., 2021). On the other hand, a huge amount of investment is pouring into education. Similarly, the majority of teachers in secondary education are trained (Department of Education [DoE], 2016) and full-time engaged in school. Similarly, in my understanding, utilization of free time and participation in the content clarification process is essential for effective assignment submission and correction. In this context, students living in poverty have a significant role in enhancing educational quality. Studying their classroom engagement and academic performance are crucial factors in education to upon the position of students' living in poverty in classroom instruction.

Owing to poor connections with teachers, a lack of feedback, and self-consciousness among students living in poverty have not effectively taken advantage of these changes. Furthermore, learners' class participation in academic activities is significantly influenced by family resources (Chen et al., 2012), parents' attitudes and knowledge, education (Azhar et al., 2014; Ogunshola & Adewale, 2012) parents' involvement in school activities, and queries about their draws conclusions about children (Gay et al., 2020; Zedan, 2021). These factors make the difference between parents living in poverty and not living in poverty. Their effects were as observed more, especially in these studies comprising students' culture, beliefs and socio-demographic background. However, studies do not exist regarding class participation toward assignment submission and correction process and other outcomes of school children in the Nepalese context. Studies deem necessary the effects of these factors on the educational outcomes of children living in poverty and non-poverty.

For equality and social justice, it is important to identify Nepalese students who live in poverty with poor in class participation and address their diversified needs with due consideration of, culture and deprived belief system. Otherwise, one-third of Nepalese students living in poverty now (Thapa, 2022) cannot benefit from the present educational system and investment in education will not be meaningful and socially not justified.

Poverty has far reaching and widespread influences on individuals and communities, affecting their lives and academic performance. In this context, this study aims to analyze the effect of poverty on students' class engagement at community schools in Nepal from the data collected from the Eastern Tarai region of Nepal. This

study is based on this research question: What is the relationship between students living in poverty and class engagement toward assignment submission?

### **Materials and methods**

Under the positivist ethos, a cross-sectional survey has been carried out in the districts of Jhapa and Morang in Eastern Nepal. Through stratified sampling, 530 students were chosen to assess class participation toward assignment submission. Based on a classification of religious groups by Development of Indigenous Nationalities (2012), the study has classified five strata such as Brahmin-Chhetri, Highly Marginalized, Marginalized, Disadvantaged, and Dalit for stratified random sampling.

There was participation from every stratum, including Brahmin-Chhetri 149, Disadvantaged 91, Highly Marginalized 115, Marginalized 128 and Dalit 46. Due to the COVID pandemic and the low degree of student participation in schools, it was not possible to collect an equal number of samples from each stratum. Nine and eleven schools from Morang and Jhapa were selected through stratified sampling, respectively. An equal proportion of samples (265) were selected from each district. Nine schools were enough to choose the target sample within Morang's five strata. On the other hand, due to the small number of pupils enrolled in rural areas in Jhapa, 265 participants were selected from 11 schools through simple random sampling.

Primary data was collected through semi-structured questionnaires, structured observation, and structured interviews. For this, the study guidelines were developed and discussed with other designers; this produced a first draft. This study consulted with five Professors of Tribhuvan University, Nepal and received feedback and suggestions to make questionnaires more scientific and valid. After revision, the study conducted piloting among fifty students in Kathmandu Valley to revise, contextualize and finalize the questionnaires accordingly. After the piloting, two indicators of MPI 2021 were modified to contextualize the purpose of this study.

Basic education has still followed the 1–8 grade system. The government of Nepal is offering a continuous assessment system (also known as a liberal promotion policy) and free elementary education. For underprivileged and Dalit students, a variety of scholarships and free textbooks are available. The dropout rate in classes one through five is extremely low (5%) in comparison to national circumstances. As a result, the basic (1–8) level controls indications of attendance at school. Similarly, a household just needs two assets to consider non-poor. However, in the Tarai belt, every home has a phone and

an additional vintage cycle. Three variables instead of two to create relevant indicators and similar processes have been used for additional indicators and analysis. In addition, two indicators from Nepal's MPI (2021) and three indicators from the global MPI have been updated, but other indicators and methods for identifying poverty have remained the same.

The data was collected during September to November 2021 by completing self-reporting non-standard questionnaires for class participation and a standardized format for poverty. Analyzing categorical variables with Stata 18 helped me to understand the connection between poverty and class engagement in assignments. Three types of models were used and analyzed the functional relationships including assignment, socio-demographic and perception-related variables.

The alpha value of this data was 0.7393, which is acceptable reliability. Before data analysis, multi-collinearity has identified as the maximum likelihood estimator, which does not perform well if the independent variables were strongly interlinked which could cause a high standard error of the predictor value (Halkos and Tsilka, 2018). Halkos and Tsilika (2018) set a threshold of 0.7 for multi-collinearity in the regression model to identify an issue of near collinearity, which applied as a cutoff point (Salmerón-Gómez et al., 2021). Consequently, multi-collinearity has been found among the independent variables which are present in Table 1.

**Table 1**  
*Multicollinearity among the independent variables*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
problem2	1																	
hwork_check	0.066	1																
hel_hwork	0.0517	0.0784	1															
no_homework	0.0724	0.006	-0.1906	1														
relation_bc	0.2234	0.1466	0.3523	-0.1281	1													
Interection	0.038	0.0396	0.121	-0.018	0.022	1												
gender	-0.1097	-0.065	0.0699	-0.0494	-0.0674	0.0377	1											
std_hou	0.0788	0.1358	0.2231	0.0219	0.2703	0.1194	-0.13	1										
prof	0.0405	-0.187	-0.0618	0.0363	0.0183	-0.1223	0.1	-0.083	1									
pa_edu	-0.1002	-0.075	-0.1004	-0.0661	-0.096	-0.0376	0.068	-0.127	-0.1	1								
pa_involve	0.1665	0.1873	0.2762	0.0221	0.1022	0.1631	-0.07	0.1913	-0.01	-0.216	1							
homen_b	-0.0394	0.0222	-0.0092	0.056	0.0707	-0.0255	0.002	-0.067	-0.06	0.092	-0.072	1						
phone_type	-0.0432	0.0724	0.0988	0.0163	0.0971	0.1556	0.074	0.1117	0.052	0.003	0.0683	-0.06	1					
per2	0.2418	0.1968	0.1996	0.0219	0.1297	0.127	0.021	0.0091	-0.1	-0.063	0.0628	0.049	0.0118	1				
inspiration	0.148	0.2317	0.1258	0.0313	0.1383	0.0508	0.025	0.0585	-0.11	-0.132	0.198	0.028	-0.0025	0.4339	1			
P_under2	0.1268	0.2029	0.1693	0.0709	0.1422	0.1533	0.089	0.039	-0.05	-0.029	0.1417	0.11	0.1252	0.5176	0.3457	1		
g_for2	0.0292	0.0858	0.0965	0.1268	0.1158	0.064	0.092	-0.022	0.067	-0.131	-0.023	0.069	0.0082	0.5233	0.2738	0.2511	1	
ins_mater2	0.1837	0.1728	0.0825	-0.0362	0.1173	0.1146	-0.06	0.1065	-0.09	-0.084	0.1093	-0.04	0.1401	0.3918	0.2111	0.307	0.21	1

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## Results

### **Background characteristics and their relations with poverty**

Poverty is identified based on socio-economic background. It has a great influence on students' class engagement. Table 2 shows that poverty size is higher in girls (63%) while one-third of boys (36.87%) are living in poverty in community schools. Similarly, in the comparison of students not living in poverty, the effect size of poverty among Dalits (15.64%) marginalized (29%), and highly marginalized (26.26%) have higher than those students living in poverty. On the other hand, Brahmin-Chhetri (18.44) and disadvantaged groups (10.61%) have smaller size of poverty to compare the students not living in poverty. Unexpectedly, among the poverty-holder families, Buddhism (2.23%) and Kirat (1.12%) have been affected by poverty while 2.56% and 3.42% of Buddhism and Kirat respectively are free from poverty which is a slightly higher proportion than poverty. Comparatively, Hindus (86%) and Christians (10.61%) of students living in poverty have a higher proportion than those who are not living in poverty.

Parents' profession has a significant effect on class engagement and poverty. Less than ten percent of students living in poverty have better resources to invest in learning facilities; the rest, over 90 percent, have limited resources for education. As a result, students living in poverty face a lack of learning facilities, information resources, networks, and psychological backwardness for academic performance. Furthermore, poverty may create significant challenges for better class engagement to submit assignments and for correction and an academic home environment for better learning. Table 2 shows that only one-fourth of students living in poverty (29.61%) have an academic environment at home while more than three-fourths of students living in poverty have a nonacademic environment at home. It indicates a low level of access to academic activities, and information resources that hinders better class participation.

Parental involvement in academic activities might create a positive influence on better class participation. Parents living in poverty have rarely been involved in academic activities to a limited extent (less than 10 percent). Similarly, more than half of the parents living in poverty (53%) are not interested to participate at school activities due to the lack of time and awareness. On the other hand, the educational status of parents living in poverty has a critical situation. About one-fourth (25.7%) of parents are illiterate and a majority of parents living in poverty (69.27%) have a school education. The least

proportion of parents (5%) who live in poverty acquired opportunities for higher education that support to assist their children in completing assignments effectively. Most of all, parent under poverty are not enabled to support academically due to lack of academic knowledge and skills.

**Table 2**  
*Relation of selected socio-demographic variables with poverty*

Variables	Categories	Without poverty		With poverty		Total	
		Percent t	Numbe r	Percent t	Numbe r	Percent t	Numbe r
Gender	Girls	61.82	217	63.13	113	62.26	330
	Boys	38.18	134	36.87	66	37.74	200
Caste	Brahmin- Chhetri	33.05	116	18.44	33	28.11	149
	Disadvantaged group	20.51	72	10.61	19	17.17	91
	Highly marginalized	19.37	68	26.26	47	21.7	115
	Marginalized	21.65	76	29.05	52	24.15	128
Religious	Dalit	5.41	19	15.64	28	8.87	47
	Buddhism	2.56	9	2.23	4	2.45	13
	Kirat	3.42	12	1.12	2	2.64	14
	Christian	9.69	34	10.61	19	10	53
Parents' profession	Hindu	84.33	296	86.03	154	84.91	450
	Daily wages	52.42	184	32.4	58	45.66	242
	Agriculture	27.07	95	58.1	104	37.55	199
	Others	20.51	72	9.5	17	16.79	89
parents' education	Illiterate	30.48	107	25.7	46	28.87	153
	School education	57.55	202	69.27	124	61.51	326
	Others	11.97	351	5.03	179	9.62	530
Study hours at home	0-1 hour	55.27	194	54.75	98	55.09	292
	above than one	44.73	157	45.25	81	44.91	238
Home environment	Academic	31.05	109	29.61	53	30.57	162
	Non-academic	68.95	242	70.39	126	69.43	368
Parent involvement	Rarely involved	30.20	106	53.07	95	37.92	201

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Partially involved	40.74	143	37.9	68	39.81	211
Regularly involved	29.06	102	8.94	16	22.26	118
Total	100	351	100	179	100	530

On the other hand, study hours at home have a crucial role in better academic performance. However, more than fifty percent (54.75%) of students living in poverty study 0-1 hour per day due to their academic performance being poor and poorer. It may be occurred parents' unawareness and more physical works at home.

**Impact of poverty on students' class engagement toward assignment submitting**

The relationship between two variables namely poverty and class engagement toward assignment was identified under study using descriptive approach (Table 3). It shows that the majority of students living in poverty (78.77%) perceived that their academic problem-solving techniques are poor, which might not be succeed to carry better academic performance. Similarly, more than one-third of students living in poverty (38.55%) realized that they have good relations with teachers. The majority of students living in poverty (61.45%) have no good relationship with teachers. As a result, deep learning and assignment completion tasks are difficult. It indicates that poor family holder students have limited access to build good relation and to solve learning difficulties by taking support of teachers.

Assignment completion has a significant role in better class engagement. However, about two-thirds of students living in poverty have not completed the assignment regularly. Only one-fourth (27.37%) of students under poverty have enabled to complete the work on time. The majority of students living in poverty have not completed their duty regularly which is not only by the lack of self-consciousness but also lack of proper guidance from parents coupled with nonacademic home environment.

Poverty may hinder the use of technology for academic purposes. Most of all (79.3%) students living in poverty do not have a mobile phone for learning purposes. About one-fifth of students (20.67%) were using technology. Students living in poverty may have faced limited access to the information sources, computers, internet access, proficiency in digital tools, and other materials needed to complete assignments.

Most of all (87%) students living in poverty have more experience of being physical punishment for their carelessness to complete the assignment on time. Poverty is a hindering factor to academic activities such as assignment completion on time due to many difficulties: lack of information resources, low level of motivation and lack of



proper guidance at home. However, approximately, half of students living in poverty (51.5%) have consulted teachers to clarify confusion which supports fulfilling assignments on time while 48% of students living in poverty have consulted with friends for the same.

**Table 3**

*Relationship between class engagement for assignment and poverty*

Variables	Categories	Number	Percent
Problem-solving	Weak	141	78.77
	Good	38	21.23
Support to assignment	Friends	99	55.31
	Parents	66	36.87
	Teachers	14	7.82
Assignment completion	Rarely	37	20.67
	Normally	93	51.96
	Regularly	49	27.37
Work check-up	Partial	152	84.92
	Regularly	27	15.08
Action for no homework	Physical punishment	156	87.15
	No punishment	23	12.85
Content clarification	Ask to friend	87	48.6
	Ask to teacher	92	51.4
Use technology	Nonacademic	142	79.33
	Academic	37	20.67
Relation with teacher	Negative	110	61.45
	Positive	69	38.55
Interaction with teachers	Rarely	127	70.95
	Normally	52	29.05

The teachers' role is crucial in supporting students living in poverty and helping them succeed in their studies; however, the least proportion (7.82%) of students living in poverty are partially supported by teachers. The majority of students (55.31%) living in poverty depend on their friends to do better assignments as a class engagement. They missed excellent opportunities to achieve better academic performance by acquiring the support of experts because of their adjustment problems in school or struggling against poverty. Similarly, interaction with teachers has a vital role in completing assignments.

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However, more than 70 percent of students living in poverty have limited to interaction with teachers. Only less than one-third of students living in poverty (29.5%) have opportunities to communicate with teachers normally. As a result, students living in poverty have the psychological impact of backwardness in getting support from teachers and the classroom environment. Students living in poverty have limited access to learning support and opportunities to share experiences with teachers.

Most of all students living in poverty (84.92%) did not succeed in obtaining feedback regularly. Only a few (15%) of students who live in poverty have acquired feedback on time. Access to students living in poverty has limited opportunities for correcting their assignments due to the gap between teachers and students living in poverty. It indicated that students living in poverty have limited access and are not efficient in completing assignments on time.

### Multivariate analysis

The multivariate analysis shows the effect of poverty on students' class engagement toward assignment submission. Three models are fitted, including assignment, socio-demographic, and perception-related variables in binary logistic regression with 95% confidence interval. Due to their lack of academic engagement at home and unawareness among them, it is evident that 50 percent of students (OR=0.49) who live in poverty are less likely to finish assignments on time than those who partially complete assignments (Table 4). Similarly, more than 70 percent (OR=0.28) of students in poverty are less likely to get spoken reprimands for their assignment's performance than they are to receive physical sanctions. The majority of students living in poverty were treated physically. The level of poverty has a substantial association with poor feedback performance. Due to their sloppy, uninspiring homes and lack of parental supervision, the majority of pupils who live in poverty have the tendency to get physical punishment in school.

**Table 4**

*Adjusted Odd Ratio (OR) for measuring the effect of poverty on class engagement toward assignments by selected predictors*

Variables	Categories	Model I	Model II	Model II
		OR	OR	OR
Problem-solving	Not good	1	1	1
	Good	0.97	1.03	1.27

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Homework completion	Partial	1	1	1
	Regular	0.312***	.35***	.49*
Support to work	Friends	1	1	1
	Parents	0.47***	0.52*	0.6
	Teachers	0.46*	0.65	0.76
Actions for no homework	Physical punishment	1	1	1
	No punishment	0.35***	0.26***	.28***
Relation with teachers	Not positive/ Normal	1	1	1
	Positive	0.93	0.77	0.88
Interaction	Poor / Rarely	1	1	1
	Normally	0.64*	0.92	0.92
Gender	Female		1	1
	Male		1.06	1.17
Study hour	0-1 hour		1	1
	More than one hour		2.50***	2.38*
Parent occupation	Daily wages		1	1
	Agriculture		2.96***	2.93***
	Others		1.08	1.23
Parents' education	Uneducated		1	1
	Educated		0.82	0.66
Home environment	Academic		1	1
	Nonacademic		1.16	1.42
Type of phone	No phone		1	1
	Normal		0.97	0.89
	Touch		0.17***	.14***
Parent involvement	Rarely		1	1
	Partial		0.50**	.47**
	Regular		0.32	.28***
Perception	Weak			1
	Good			0.82
Motivated by teacher	Weak			1
	Good			.46**
Group formation	Weak			1
	Good			.45**
Address personal problems	Weak			1

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Instructional materials	Good			0.64
	Weak			1
	Good			0.87
	_cons	2.18	2.01	5.33*
	Pseudo R2	0.0904	0.2487	0.311

Note OR= odds ratio,  $p > 0.00***$ ,  $p > 01**$ ,  $p > 0.05*$

Poverty and teachers' support have a strong correlation. Students living in poverty have 25% (OR=0.76) less access to receive instructors' assistance in the learning process in comparison to students' support. Students living in poverty have less access to instructors' assistance for their academic work. This happens because of the enormous gap between teachers and students in teaching-learning relationships, a lack of supportive behaviour, and greater punishment exposure. Additionally, students with poverty have limited access to interaction with teachers. Students who live in poverty have 10% (OR=0.92) less opportunity to interact with instructors. Due to the traditional teaching techniques, the lack of a poverty friendly school environment, very minimal access to technology in academic activities and the non-democratic behaviour of teachers, students who live in poverty have limited opportunities to interact.

Significantly, fewer chances exist for students living in poverty to explore themselves. Similar to this, less than 50% (Odd=0.47) of parents living in poverty have fewer opportunities to participate in academic activities, partially at the school. A bigger percentage of parents, who live in poverty have no access to academic activities at school, but this is required for better learning and care for their children. Around 70% less probability (OR=0.28) of good involvement in academic activities done by parents living in poverty in the comparison of no involved parents. Furthermore, three times (OR=2.93) more opportunities have remained to be a farmer by parents living in poverty to compare the daily wages. A significantly higher proportion of parents living in poverty are agriculture holders. Their limited resources are not managed with proper learning facilities and managing the basic needs of students living in poverty. However, students living in poverty have 2.38 times more opportunities of a higher laborious than 0-1hour study holder students living in poverty. Significantly they are trying to secure themselves from punishment and trying to consuming more time completing assignments.

Students' perception of motivational practice and group formation by teachers has a roundly fifty percent (OR=0.46 / 0.45) fewer opportunities for good practice occurred

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during the instructional process to compare the weak practice of motivation or group formation. Significantly perception of motivation and group formation is less effective in constructing good perception and assignment submission. Similarly, appropriate instructional materials and addressing personal problems or overall perception have not dominated the role of building good perception and assignment performance. On the other hand, after controlling by socio-demographic and perception variables, students' class engagement toward the assignment's completion process has a better position than without controlling.

The first model has related to assignment variables that show weaker relationships than Models 2 and 3. Model 2 has fitted by adding selected socio-demographic variables in Model 1, which shows a slightly stronger odd ratio than Model 1 but slightly lower than Model 3. Model 3 has the strongest relationships between assignments as a class engagement and poverty which was fitted by adding assignments, socio-demographic and perception-related variables.

### **Discussion**

The majority of students living in poverty are often not succeeded in completing the assignment on time and were punished physically. Their work techniques are ineffective because they lack time management skills and self-awareness. The results are similar worldwide. Naven and Colleagues (2019) discovered that students in poverty struggle to complete assignments on time due to a lack of resources and learning facilities at home result in poor work performance.

Students living in poverty have limited access to technology for academic purposes mainly due to resource constraint. The use of modern technology in learning remains daydreaming. As a result, they have limited learning resources and they only depend on printed books. A similar result found by O'Donnell et al.(2022), asserted that the powerlessness to afford smart phones and the data for the internet, the lack of proficiency in digital tools and standard language for academic activities are the main barrier to students living in poverty for better class engagement including the additional cost and efforts. It is sensitive ceased to use multiple resources for learning. Students living in poverty were punished physically because of not completing the assignments.They could not submit assignments within the deadline. They are more engaged in physical or non-academic work to support their parents. As Smiley et al. (2022) asserted similar finding regarding punishment at public schools to that students

living in poverty and lagging behind in classroom performance. Poverty is hindering a factor of academic activities (Thapa, 2013) such as assignment completion on time due to many difficulties, namely lack of information resources, poor confidence level, lack of motivation and proper understanding and guidance by parents and teachers. These are significant and responsible factors for weaker performance in submitting assignments on time.

Teachers play key role in supporting students for better academic performance (Rohatgi et al., 2022) or class participation among students living in poverty. However, the majority of students living in poverty were not supported by teachers regularly. There is a huge gap between students living in poverty and instructors. Similarly, students living in poverty have limited access to acquire support to complete assignments at home. They depend on their colleagues to complete assignments or better learning. Similarly, students living in poverty were more interested to consult the teachers to clarify confusion about learning due to positive relationships. As Ye et al. (2022) argued, a positive relationship has a supportive role in increasing class engagement and reduce mental problems.

Most of the students living in poverty have fewer opportunities to interact with teachers. Likewise asserted by Fernandez-Rio et al.(2022), cooperative learning is a significant tool for better learning by sharing experiences and involving interaction which is missed by students living in poverty. Significantly, they are unable to build better effective assignment submission and correction due to their stigma and lack of dedication.

Most of all students living in poverty have limited resources. Lack of learning facilities, information resources, and a disturbing learning environment at home due to economic hardship are quite common to them. Similar results were found in England; Brown & Putwain, (2022) explored that students with a low level of socioeconomic status have gained a low level of academic performance compared to those who have higher socioeconomic status with a better professional status of parents due to students' higher expectations and self-consciousness. As asserted by Triaca et al. (2019), students from wealthy families have favorable resources to develop human capital. They have easy and more access to manage learning facilities like books and other learning materials, and internet access which facilitates better academic performance. These are the lacking points for those students or families living in poverty.

The majority of parents living in poverty have limited opportunities in creating an academic home environment, which is responsible for poor class engagement and academic performance of children. Then an academic environment at home is not succeeded to develop a positive attitude, motivation, and work consciousness. The consistency result found by Li et al. (2022), explored that the home environment has a significant linkage which has partially mediated relations between family status and learning. Low family status has responsible for poor class participation due to low levels of access to academic activities, poor relations with teachers, and limited access to information resources.

Parental involvement in schools' activities has a positive and significant influence on students' better class engagement to organize homework effectively. Parents living in poverty were less likely to participate in school's academic activities. School activities were not successful in realizing ownership by parents living in poverty due to lack of time and awareness and may be feeling stigma. Consistency result was found in Nepal by Pant (2020); who explored that socio-economic status and parent's involvement and their education have significant linkages with students' academic performance. The study found that higher or medium-status holder parents have comparatively more conscious than low-status about their children's academic activities and have no hesitation to query academic activities.

Comparative students living in poverty have negative perceptions toward class instruction to the assignment's submission. They thought that recent class instruction toward assignment submission has not favourable to their career development. Good perception is not constructed due to a lack of resources and inappropriate time and work management skills. As a result, students living in poverty are responsible for poor class engagement.

### **Conclusion**

Poverty is a hindering factor in managing time and doing work perfectly. The majority of children who live in poverty frequently are struggling to finish their homework on time and physically disciplined as a result. Students living in poverty were provided opportunities appropriately and they are compelled to run their life with minimum performance. Students living in poverty have limited opportunities to utilize technology and sources of learning. Furthermore, they lack access to interaction and learning support system. They need to consult with the teachers for content clarification,

but the learning environment is not favourable. Students living in poverty have a lower level of class engagement in the assignment submission process. In this context, to improve educational quality for impoverished students, the study recommends a multi-faceted approach that includes supportive lessons, teacher training, parental involvement, and reducing non-academic barriers.

### **Limitations/ strength of the study**

The purpose of this study is to ascertain the connections between poverty and students' engagement in assignment submission in Nepal's community schools. It is research in the form of surveys with a positivist philosophical foundation. The data is collected using a semi-structured questionnaire and then analyzed statistically. To understand how increased class engagement affects assignment submissions, we need to do a more qualitative analysis. To understand why students are more engaged in class, this study investigates how students see teachers' actions. Teachers can assist students in effective handling complex situations during the assessment submission process by teaching emotional management, empathy, communication skills, and creativity.

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