

THE EFFECTS OF POVERTY ON TEACHING AND LEARNING

by:

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Poverty is a major problem in education, and preservice and inservice teachers must grasp how poverty affects children's learning (Peggy, 2020). Teaching students how to be disciplined in public high schools must be prioritized and receives significant attention. Teachers must have a firm attitude, especially regarding students' attendance. That is a directive to me. It wasn't until two separate events at my station that my heart was broken. First, a person goes to class one, two, or three times a week, but later, he skips school for a whole week because he is always hungry. The other is not here since he has to work to pay for her daily expenses. (Johnson, 2019) posited that students misbehave in various ways, including developing bad attitudes and using inappropriate language, to name just two examples. There are diverse reasons, but all stem from the same fundamental problem: poverty!

A growing number of youth in our nation are struggling to live in poverty. The price that children from low-income families have to pay is incomprehensibly high. An increasing number of youngsters enter schools every year with requirements as a consequence of circumstances such as poverty that schools are ill-equipped to meet. In this article, we will investigate how the effects of poverty manifest in educational settings. A focus will be placed on poverty as a risk factor and some of the various challenges that arise when teaching children about poverty. We will discuss the implications brain-based study has for the reform and adaptation of education.

The Concept of Being At-Risk

Individuals are considered at risk when their socioeconomic circumstances make it more probable that they will not succeed academically or in life. There does not seem to be any factor that puts a youngster in danger. However, when more than one component is present, a compounding effect occurs, significantly increasing the likelihood that the system will collapse. Poverty is well recognized as a significant contributor to risk. Some of the factors that are associated with poverty and can put a child at risk for academic failure include parents who are very young, single, or have a low literacy scale; unemployment; maltreatment and neglect; drug addiction; dangerous neighborhoods; unstable housing; mobility; and exposure to inadequate or improper educational experiences.

If we want to help children considered to be at risk, we must recognize them and understand their circumstances. To achieve this goal, there must be relationships between teachers and students characterized by warmth and kindness. Because of this, teachers will be able to see any early warning signs indicating a kid is at risk of failing, putting their chances of success in both school and life at risk. Problems in the classroom and one's conduct might be early indicators of impending failure. Examples of such behaviors include tardiness in the development of language and reading, aggression, violence, social disengagement, improper use of drugs, inconsistent attendance, and depression. It is conceivable for instructors to encounter challenges while attempting to get in touch with the student's parents or guardians. They may also notice that the child does not complete homework, prepares for exams, or arrives at school ready to learn due to difficulties in the home connected to poverty. This may be the case.

These students could have trouble concentrating or staying focused on what they're doing. They could find it difficult to talk to their classmates and the adults at school, or they might not be able to do so. These challenges not only affect the child's ability to learn but also potentially affect their performance in school.

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