

Czech University of Life Sciences Prague

Faculty of Economics and Management

Department of Management



Diploma Thesis

**Effect of Poverty on Education in the Czech Republic and
India**

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Faculty of Economics and Management

DIPLOMA THESIS ASSIGNMENT

Bc. Hardik Ajaybhai Bhutaiya

Economics Policy and Administration
Business Administration

Thesis title

Education and poverty

Objectives of thesis

The objective of this thesis is to find out the effect of poverty on education of the people in a developing country like India and compare it with a developed country like Czech Republic.

Methodology

The thesis will consist of two parts – theoretical and practical. The theoretical part will be analysis of documents.

In the empirical part, methods of quantitative and qualitative research will be used. Specifically, quantitative research will be a questionnaire survey. This will be complemented by structured interviews as part of qualitative research. Outputs will be evaluated with graphs and tables.

The final part of the thesis will be summary of the findings.

The proposed extent of the thesis

60 – 80 pages

Keywords

India, survey, poverty, development

Recommended information sources

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Declaration

I declare that I have worked on my diploma thesis titled "Effect of Poverty on Education in the Czech Republic and India" by myself and I have used only the sources mentioned at the end of the thesis. As the author of the diploma thesis, I declare that the thesis does not break copyrights of any other person.

In Prague on date of submission

HARDIK

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Effects of Poverty on Education in the Czech Republic and India

Abstract

Poverty is a social conundrum which has multi facet effects. One of its major impacts in on the education of individuals. Education is the key which can open the doors of poverty and lead people out of it. On the other hand, the fact cannot be denied that poverty is the biggest obstacle to good quality education. This thesis attempted to study the effects of poverty on education from the angle of the economic development of a nation. Czech Republic which is a developed nation and India which is a developing nation were chosen as countries of study. Existing literature was studied to assess the effects of poverty on the individuals. Primary data was also collected from a questionnaire which was circulated among 60 participants from India and 60 from the Czech Republic and it was a stratified sampling technique which was used to get the even distribution of the data. Hypothesis related to the impact of poverty on the education of the people were developed and tested. It was found out from the data analysis that most of the people in both the countries perceived that poverty had numerous effects on the education in terms of unsatisfactory academic performance, decreased learning ability, less availability of resources, feeling of depression and anxiety, social discrimination, high dropout rates and decreased attendance at school. All most all of the hypothesis developed were tested correct. 21% of the total sample believed that poverty did not affect the individuals on any of the factors. There were about 26% of the sample form both the countries who were not sure about their opinions related to the impact of poverty on education. Reduction of the possible impacts of poverty on the education can be achieved by any form of external intertexture from the government, charity organizations, not for profits or private institutions.

Keywords: Poverty, Education, Czech Republic, India

Dopady chudoby na vzdělávání v České republice a Indii

Abstrakt

Chudoba je sociální hádanka, která má mnohostranné účinky. Jeden z jeho hlavních dopadů na vzdělávání jednotlivců. Vzdělávání je klíčem, který může otevřít dveře chudoby a vést lidi ven. Na druhou stranu nelze popřít, že chudoba je největší překážkou kvalitního vzdělávání. Tato práce se pokusila studovat dopady chudoby na vzdělávání z úhlu ekonomického vývoje národa. Jako studijní země byly vybrány Česká republika, která je rozvinutým národem, a Indie, která je rozvíjejícím se národem. Existující literatura byla studována za účelem posouzení dopadů chudoby na jednotlivce. Primární údaje byly také získány z dotazníku, který byl rozeslán mezi 60 účastníky z Indie a 60 z České republiky, a byla získána rovnoměrná distribuce dat pomocí stratifikované metody vzorkování. Byly vyvinuty a testovány hypotézy týkající se dopadu chudoby na vzdělávání lidí. Z analýzy dat bylo zjištěno, že většina lidí v obou zemích vnímala, že chudoba měla na vzdělání řadu dopadů z hlediska neuspokojivého akademického výkonu, snížené schopnosti učení, menší dostupnosti zdrojů, pocitu deprese a úzkosti, sociální diskriminace, vysoké předčasné ukončení školní docházky a snížená školní docházka. Všechny většiny vyvinutých hypotéz byly testovány správně. 21 % z celkového vzorku věřilo, že chudoba neovlivnila jednotlivce na žádném z faktorů. Bylo jich asi 26 % z obou zemí, které si nebyly jisty svými názory na dopad chudoby na vzdělávání. Snížení možných dopadů chudoby na vzdělávání lze dosáhnout jakoukoli formou vnějšího propojení ze strany vlády, charitativních organizací, nikoli pro zisk nebo soukromé instituce.

Klíčová slova: Chudoba, Vzdělávání, Česká republika, Indie

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1. Introduction

Poverty is the absence of enough material possessions to satisfy the basic human necessities of food, shelter, and clothing. It means that the people live below the accepted standard of living in the community. Over the year's poverty has been associated with non-economic essences like low levels of education and skills, poor health, malnutrition, inability to work or the unwillingness to work, disruptive and disorderly behaviors and imprudence. These phenomena and well as conditions are often seen coexisting with poverty. Poverty is a multi-pronged concept which includes economic, social as well as political elements. However, poverty is viewed, generally, everyone agrees to the fact that it is detrimental to society as a whole.

Poverty is as old as the history of mankind, but its importance has changed over the years as humans progressed from traditional forms of economic production to more industrialization. Poverty today is measured in economic terms where a person is said to be poor if he earns less than US\$1.90 per day. (What is Poverty, 2020?) Apart from the basic economic dimension of poverty, as mentioned before poverty is very closely linked with other non-economic indicators as well as education, health, access to social services, vulnerability, social exclusion and access to social capital. Today as much as 10% of the world's population lives under poverty as stated by the World Bank. (What is Poverty, 2020?)

Poverty also has an adverse effect on the education of a nation. Every country realizes that education is important for the prosperity of the economy. However, poverty can be an impediment to the quality and the level of education that a country can achieve. General observation of education systems across the world reveals that the developed nations have a very good public school in a place where most of the student's study through till high school. Lack of resources in public schools often reflects in a degraded quality of education in public schools in developing countries. And developing country have not good education system. What is the impact on both country's?

2. Objectives and Methodology

2.1. Research Problem

Poverty is a social evil which is imminent throughout the world. It is a known fact that poverty has a lot of repercussions on all the countries. Poverty begets poverty and it is a vicious cycle which is difficult to break. People are stuck up in a chain of poverty with passing it over to the next generations for years to come. It is very difficult to break this all alone. Outside aid is necessary to remove the people from the shackles of poverty. This outside intervention can be in the form of government help, charity organizations donations, or help by better off family members in some way or the other by providing assistance for health, shelter, education or food. The majority of the onus of reducing the poverty within a country lies in the hands of its government. The intensity of the consequences of poverty however depend on the economic state of the nation and how its government is taking steps to eradicate this calamity. It has been observed that there are less number of poor people in the developed nations in comparison to the number of poor in developing countries. Poverty has a magnanimous impact on the type and level of education in a nation and whether it is available to all or not. Poverty places a lot of constraints on people's lives and these constraints often affect the learning and academic achievement. Poverty affects intervening factors such as health and wellbeing, literacy and language development, access to physical and material resources and level of mobility, all of these affects the outcomes for the people. (Duncan and Gunn, 1997). A lot of research has been done on the effects of poverty on education. These researches are however limited to a particular region or a particular area. There is no research which shows the effect of poverty on education in two separate countries. An attempt has been made in this thesis to compare the effects of poverty on the education of a developed nation as well as a developing country. As a developed nation, the Czech Republic has been chosen as the country of study. India is chosen as a country of study under the developing nation category. In this thesis, the researcher has tried to compare the effects of poverty on education in both of these countries which are at different stages of economic development.

2.2. Research Objectives

This research titled "Effects of Poverty on Education in Czech Republic and India" has the below-mentioned objectives to analyze:

1. The effects of poverty on an individual's education
2. The effects of poverty on education in a developed country like the Czech Republic
3. The effects of poverty on education in a developing country like India
4. A comparison between the effects of poverty in a developed country like the Czech Republic versus a developing country like India

2.3. Hypothesis

The hypothesis is an educated guess about a situation or phenomenon which does not have proper evidence to support it. It's a prediction that has been written specifically. Usually, it will be used to predict a relationship between two variables. Sometimes there are more than two variables as well. The hypothesis will almost always be a testable proposition. Hypothesis testing is a procedure in which a researcher tests an assumption regarding a parameter of the population. In this thesis many hypothesis were developed in the beginning to test their validity. The hypothesis statements were asked in the form of questions to the candidate who participated in the survey from India and the Czech Republic. These questions had only three possible responses, yes/no/maybe. The hypothesis which is built for this research are as follows:

- Parents from poor backgrounds are aware about the importance of their children's education.
- Poverty contributes to the increasing number of school dropouts.
- Teacher or institution show discriminative behavior against students because of low-income family background or poverty.
- Students face humiliation or inferiority complex in the peer group in their schools based on their economic background.
- Students feel depressed, anxious, or low because of their poor income background and start thinking to quit education.
- The lack of equipment such as textbooks, the latest laptop or e-reader affect the quality of student outcomes.

- Free breakfast or lunch provided by the school persuade parents to enroll their children in school.
- Education as important as the other necessities of life for low income family.

2.4. Research Methodology

The research methodology is a combination of tools that are used by a researcher to gather, assemble and analyses data to study the problem or concept being researched. The researcher's main purpose was to find out the effects of poverty on education in two countries which differ by their economic and development matrices. Among the exploratory, explanatory, inductive and deductive types of research methods, the researcher chose exploratory research where he tried to explore the main effects of poverty on education. Through this research, the aim was to identify the effects poverty has on education in developing as well as developed countries.

The path that the researcher chooses to collect and analyze the data related to the research is known as the research methodology. The research methodology applied in this thesis was survey questionnaire. Alongside the secondary data studied, primary data was also gathered from questionnaires which were filled by the survey participants in both the countries to know their perceptions related to poverty and education. The questionnaire was well drafted and quantitative data regarding the perceptions of the people from both the countries towards poverty and its effect on education was collected and analyzed.

2.4.1. Data Collection

This result has used primary as well as secondary sources of information for data collection. The primary source of data was collected through a questionnaire directly by the researcher to find out the effect of poverty on education in India and the Czech Republic. Existing data on the topic was evaluated by a literature review. A quantitative method of data collection was used to gather information related to the issue. The researcher believes that the survey method was the best to measure, rank, categorize and generalize the data in this field of study.

2.4.2. Survey

Surveys are a common method which most of the researchers use to collect the opinion of the people related to a certain issue or topic of interest. Traditionally, the surveys were handwritten, and the responses of the individuals were collected manually. Nowadays, with the advent of technology, the ball game has changed. Traditional surveys have given way to online surveys which are circulated through social media channels, emails, QR codes or URLs. The questionnaire was divided into two parts. The first part focused on the profile of the respondents. The second part focused on the perceptions of the people regarding poverty and its impact on education. The options for these questions were simple yes/no/maybe responses.

A well-designed comprehensive questionnaire was designed to initiate this study. This questionnaire consisted of two sections. A profile section collected details about the gender, age, educational qualification and the occupation of the respondents. The second section of the survey was the perceptions section which focused on questions related to the thought processes of the survey takers about how poverty affects an individual. The questions were simple "yes/no/maybe" kind of response oriented.

2.4.3. Procedures and Measures

The questionnaire was generated via Google Forms and it was distributed using social media channels of Facebook and WhatsApp. Posts were made on WhatsApp groups and Facebook groups to generate unbiased and diversified responses. The respondents were random people who took the survey by clicking on the link of the survey. Distributing the survey on social media groups ensured that the survey represented a good and non-judgmental opinion about the effect of poverty on education.

2.4.4. Population and Sampling

The researcher made full efforts to make sure that the sample was representative of the population and generated unbiased results. The sample was chosen to represent all the age groups and genders of both the Indian and the Czech Republic societies to generate a good analytical result about the perceptions of people related to poverty and its effect on education. A sample size of about 120 respondents was chosen to drive results. All efforts

had been made to survey the same demographic section of the society in both countries to make comparisons easier.

2.4.5. Data Analysis

The data collected from the survey was populated on an excel sheet and was produced and depicted with the help of graphs. The Statistical Package for Social Sciences (SPSS) was used extensively to analyze the data.

2.5. Limitations

The questionnaire was built very extensively covering perceptions of the people in major areas like health, nutrition, transport, and emotions. However, as with every other study, this research is also not devoid of limitations. Some of the limitations of this study are:

1. The dearth of resources led to a very small number of the sample size which might not be a good representation of what both the countries' people think about the effects of poverty on education.
2. This study assumed that all the individuals who took the survey were not poor and so the results can be a bit biased as there could be differences in the opinions of poor and non-poor people when it comes to poverty and its effect on education.
3. It is highly possible that the survey does not mention the correct views of the respondents as there is no way to judge if the responses were true or false.
4. Since the questions are based on perceptions of the individuals there are chances that the question the researcher asked was not understood by the respondent in the manner in which the researcher wanted him to understand.
5. The views of the respondents can be affected by societal stereotypes towards poverty and hence their responses can be prejudiced.
6. Sometime people are not put enough effort, so might be effect on result.

3. Literature review

3.1 Type of poverty

Taking into considerations all the dimensions of poverty, there are several types of poverty in existence today. Below are some of the common angles from which poverty is viewed.

3.1.1. Social Poverty

This kind of poverty is the one that is overlooked very easily. The people who are characterized by this kind of poverty are the ones who are considered insignificant, undervalued and their rights are very minimal. They are oppressed and silenced by the more powerful people. A culture or a government that underrates a group of people is the one that breeds social poverty.

3.1.2. Educational Poverty

Education is the imparting of knowledge, training, and skills to create better-living conditions. The dearth of education means that there is a lack of options for a person. Throughout the world, today education is an unaffordable luxury. This gives rise to the vulnerability and oppression of the uneducated. Families devoid of education get entangled in the cycle of poverty for generations and it is a difficult trap to come out.

3.1.3. Health Poverty

Fit and healthy bodies and minds affect any person's ability to work as well as develop relationships. There is still a major part of the population of the world today which lives in poor hygienic conditions without proper sanitization which makes them sensitive to ill health and diseases. It may sound absurd but even in the present modern age, some people do not know the importance of brushing their teeth and making sure to drink clean water.

3.1.4. Spiritual Poverty

Poverty and the physical struggle for survival affect the minds of the people to a great extent. Poverty causes helplessness and vulnerability. These emotions digress an individual's

faith in supreme power and they are the victims of feelings of worthlessness and hopelessness.

3.1.5. Environmental Poverty

The physical environment in which people live plays a major role in a person's wellbeing. A community is said to be under environmental poverty when conditions like drought and flooding, waterborne and insect-borne diseases and climate risks affect their spirits, hope, and health.

3.1.6. Economic Poverty

This is the most commonly related to the type of poverty. Basic lack of material resources which do not help them in fulfilling their basic needs. Less than US\$2.5 is the household daily income of the families of half of the world today. (What is Poverty, 2020?). This amount is barely sufficient to feed a good meal twice a day to a family of four. According to reports from the World Bank nearly 70% of the world's poorest people live in Africa and 79% of the worldwide poor live in rural areas. (World Bank, 2020)

3.1.7. Common Traits of Poverty

Since the dawn of industrialization in developed economies, the impact of poverty has reduced. Many factors have helped alleviate poverty. The cost of goods has been reduced due to mass production so that these goods are now affordable by the poor. Crop yields have increased due to the advancements in agricultural technologies and food production which means that there is more food readily available for all the people of the world. There have been one billion lesser people in extreme poverty since the mid-1990s according to the World Bank. (World Bank, 2020). Some of the common traits of the people living under extreme poverty are as under:

- Lack of education
- Under the age of 18
- Work in farming or agriculture

Poverty is a vicious cycle to break and is often passed on generations. Some of the characteristics of poverty are food insecurity, access to basic infrastructures like healthcare and education, etc. (Figure 1). Deprivation of these basic needs and the struggle to live every day has some major social, economic and political consequences in the society. Alcohol and

substance, unhygienic living conditions, malnutrition, crime, and violence are often the by-products of poverty.



Figure 1: Causes of Poverty. Source: Khambhat, J., 2020. Causes of Poverty.

3.2. Classifications of Poverty

There are two main categories of poverty as defined in economic terms.

3.2.1. Absolute Poverty

Absolute poverty is measured in the amount of money necessary to fulfill the basic human and infrastructure needs for survival. The people who are living in absolute poverty do not have the economic benefits of the prosperity of the region in which they reside. This inequality causes social exclusion to these people and they are denied some basic life amenities. People living in absolute poverty are the ones who struggle for basic life necessities. This type of poverty measurement makes it easier to compare between different countries and over time.

3.2.2. Relative Poverty

Under this type of poverty classification, people are deprived of the basic amount of money required to match the standard of living of the society in which they are inhabited. Relative poverty defined poverty in terms of the economic status of the other members of

society. Generally, this is calculated as a certain percentage below the median incomes. It shows the percentage of the people who are left behind a certain threshold which is set by the different countries. The threshold or the poverty line for each country will be different. The developed nations will have a lower number of people under relative poverty while for the developing nations the number of people under relative poverty will be more.

3.3. Poverty and Education in the Czech Republic and India

Poverty is a social condition which is characterized by the lack of resources to meet a basic standard of living which is acceptable in the society. It can mean different things to different people. It has many faces and keeps on changing from place to place and according to time. Poverty is a worldwide phenomenon even in economically stable countries like the USA (Reddy, 2018). As of 2018 about 3 billion people live in poverty with less than \$2.5 a day (Reddy, 2018). Developed countries are characterized by lesser incidents of poverty as compared to the developing countries which are perpetually engulfed in poverty. In the Czech Republic, poverty is next to nil, according to the international standard of \$1.90 a day which means that most of the people in the Czech Republic earn above this figure. At the same level India has a 21.2% of the population living below this international poverty line (World Bank). However, each country has their own poverty line which is the national poverty line. According to the national poverty line of the Czech Republic, 97% of its population is currently under this line. On the other hand, 21.9% of the Indian population is under its national poverty line. The headcount ratio of the poverty at \$5.5 per day (2011 PPP) is indicated in the below graph for the Czech Republic and India (Figure 2).

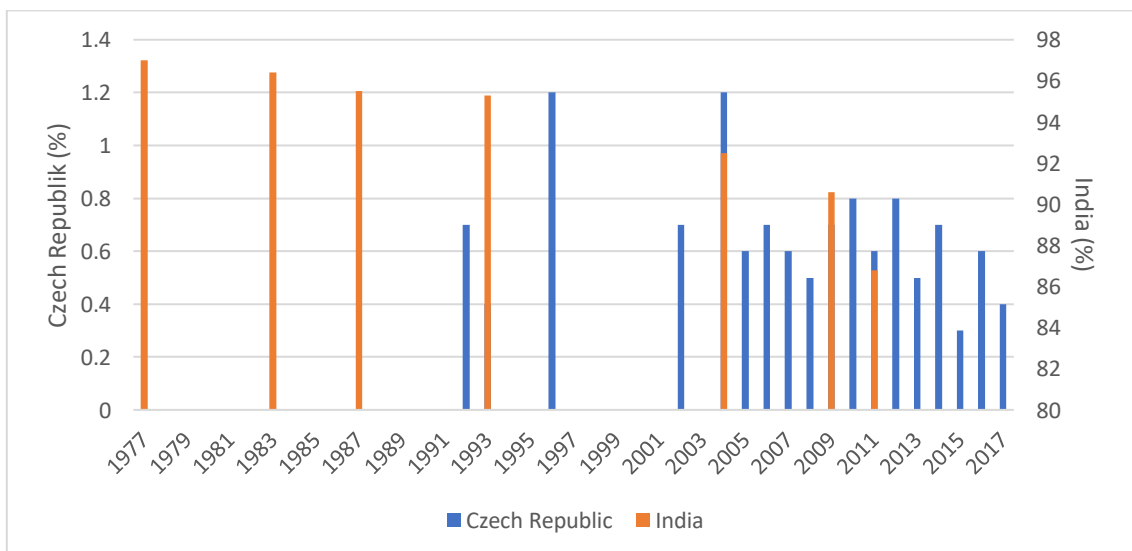


Figure 2: Comparison of the Poverty Headcount Ratio at \$5.5 a Day (2011 PPP) which is Shown as a % of the Population. Source: World Bank

Year	1993	1996	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
CZ	0.40	0.80	1.20	0.70	0.70	0.50	0.50	0.70	0.70	0.70	0.70	0.40	0.70	0.40
Year	1977	1983	1987	1993	2004	2009	2011							
IND	97.0	96.4	95.5	95.3	92.5	90.6	86.8							

Table 1: Comparison of the Poverty Headcount Ratio at \$5.5 a Day (2011 PPP) which is Shown as a % of the Population. Source: World Bank (also they have different ratio and parameters)

The above graph (Figure 2) and table (Table 1) clearly indicate that there are a lot of disparities between the level of people living under \$5.5 a day in India and the Czech Republic across the years.

Poverty also has an adverse effect on the education of a nation. Every country realizes that education is important for the prosperity of the economy. However, poverty can be an impediment to the quality and the level of education that a country can achieve. There are differences between the enrolment rates, persistence rates, student teacher ratios as well as the mean years to education, all of which contribute to the quality of education an individual gets in a developing country versus a developed nation. The abilities of the students in the cognitive, numeracy and literacy skills also differ across countries. Below is a table (Table 2) which shows that comparison among various education indicators in the Czech Republic and India.

Parameter	Czech Republic	India
Poverty		
Population living below income poverty line, PPP \$1.90 a day (%)	0.0	21.2
Population living below income poverty line, national poverty line (%)	9.7	21.9
Education		
Expected Years of Schooling	16.8	12.3

Education Index	0.892	0.558
Government Expenditure on Education (% of GDP of a nation)	5.8	3.8
Gross Enrolment Ratio, pre-primary (% of preschool age-children)	105	14
Gross Enrolment Ratio, primary (% of primary school age-population)	100	115
Gross Enrolment Ratio, secondary (% of secondary school age- population)	105	75
Gross Enrolment Ratio, tertiary (% of tertiary school age-population)	64	28
Population with at least some secondary education (% ages 25 and older)	99.8	51.6
Primary school dropout rate (% of primary school cohort)	0.5	12.3
Pupil teacher ratio, primary school (number of pupils per teacher)	19	35
Survival rate to the last grade of lower secondary general education (%)	96	94

Table 2: Comparison of the Poverty and Education Indicators in 2018 for Czech Republic and India. Source: World Bank (also they have different ratio and parameters)

3.4. The Education System

Education can be described as the deliberate process in which an individual acquires knowledge, skills, and training that would be necessary for an individual to fit into his adult role in society. In today's context, an education system refers to a public schooling system from kindergarten to high school. Each country has its education system with some degree of variation. General observation of education systems across the world reveals that the developed nations have a very good public school in a place where most of the student's study through till high school. Private schools are present but are not preferred much as the quality of education in public schools is commendable. On the contrary, the underdeveloped or developing nations have greater importance attached to private schools for most of the above poverty line families. Public schools are meant to be attended by children who cannot

afford the school fees. Lack of resources in public schools often reflects in a degraded quality of education in public schools in developing countries.

3.4.1. Education System in Czech Republic

The education system in Czech Republic is much like those of other developed countries in Europe. Children must attend formal education in schools from ages six to fifteen which comprises elementary school. The majority of the students attend public schools which are the case in most of the developed countries across the world. Secondary education lasts for four years after primary school through the general secondary school (*gymnasium*), secondary technical school (*striding odorant kola - SOŠ*) and secondary vocational school (*striding foodborne utilize - SOU*). (The Czech Education System | Embassy of the Czech Republic in Dublin, 2020) University education is provided free to the citizens depending on their capacity and abilities.

3.4.2. Education System in India

India's education system is characterized by public and private schools. Right to Education is a fundamental right provided to children between the ages of 6 to 14 which is compulsory for all which was enforced from the year 2010. Primary education in India starts from age 6 and is on till age 14 which covers classes (1 to 8) Secondary education has two classes (9-10) and higher secondary has two classes (11-12). This is followed by the college which is about three years to four years for bachelor's and another two years for masters. The public education system is characterized by a lack of funds, poor quality of education and a lack of political will to make the system better. The enrolments in these schools are high but so are dropout rates.

3.5. Global Poverty and Education – Fast Facts

The uneven distribution of material resources and money on a global level and within nations has given rise to the phenomenon of poverty. Poverty is the condition which is characterized by the lack of resources which are needed to a certain level of living standard in the place in which an individual resides. The consequences of poverty are far reaching

and people living in poverty are often victims of persistent hunger or starvation, inadequate or absent education and health care and alienation from mainstream society (Figure 3).

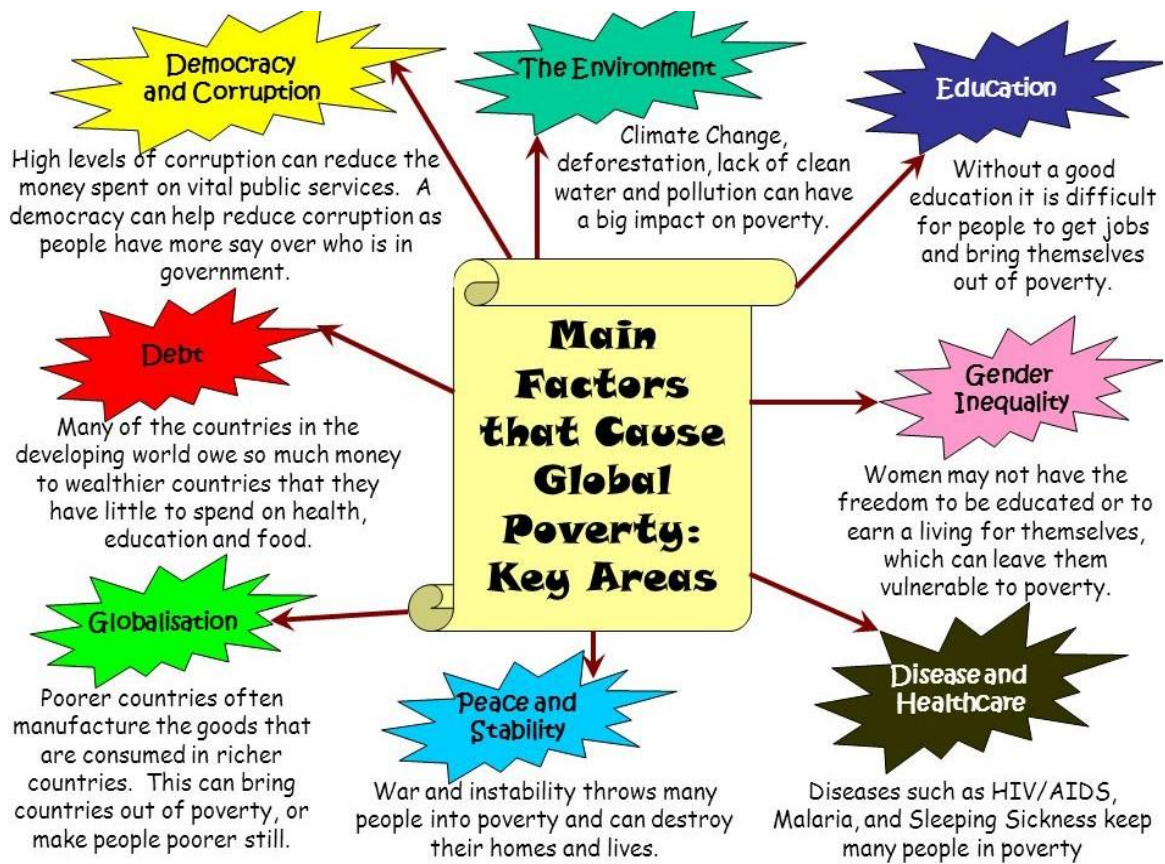


Figure 3: Factors that Cause Global Poverty. Source: <https://slideplayer.com/slide/3623319/13/images/1/Main+Factors+that+Cause+Global+Poverty%3A+Key+Areas.jpg> [Accessed 10 March 2020].

Some of the facts related to global poverty are as mentioned under:

1. Across the world, nearly 10% of the population or about 700 million people are living below the \$1.90 a day, World Bank's International line for extreme poverty (Poverty Cycle, 2020).
2. 1 billion children across the world live in poverty. 22,000 children die each day due to poverty (Levels and Trends in Child Mortality - UNICEF DATA, 2014).
3. The current trends show that about 10 million children in the age group of 5 to 14 years and 52 million children under the age of 5 will die mainly due to economic disparities and poverty between 2019 and 2030 (Levels and Trends in Child Mortality - UNICEF DATA, 2019).

4. 1.5 billion People will have no education beyond primary school in 2030 if there is no intervention (Education Commission Report, 2016).
5. The academic outcomes of the children globally are very dismal across the low-income countries. 69% school age children in the less developed nations will not have basic primary level skills opposed to 8% in the high-income countries (Figure 4)

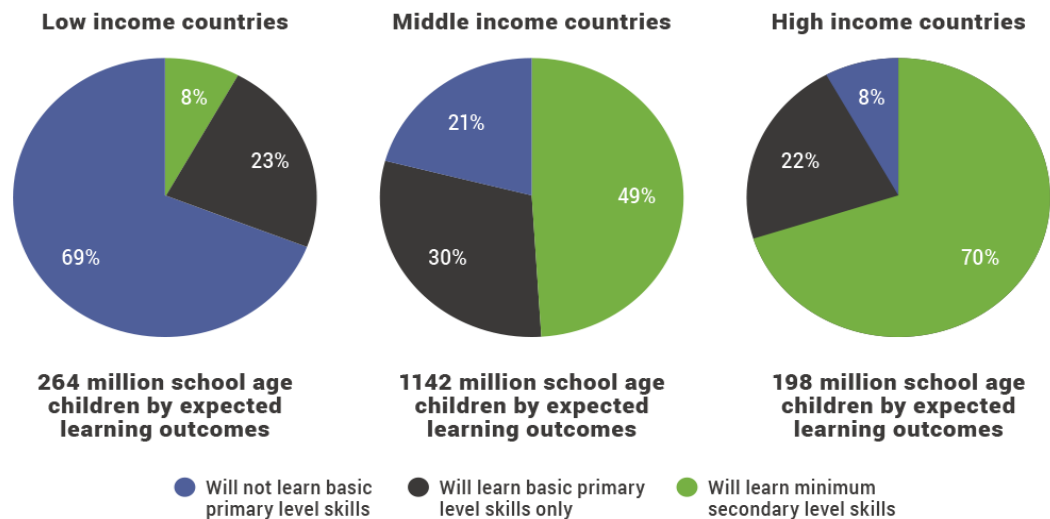


Figure 4: A Global Learning Crisis: The Expected Learning Outcomes of the Children and Youth of School Age in 2030. Source: Education Commission Projections, 2016

6. A total of 263 million children under the age of 17 years were not attending school in 2016 globally which is about 1 in 5 students (Education Data Release: One in Every Five Children, Adolescents and Youth is Out of School | UNESCO UIS, 2018).
7. The education sector is significantly under invested compared to other sectors of the economy like housing, agriculture, energy and micro finance. The funds invested towards education sector are only 4% (Mudaliar, Bass, Dithrich and Nova, 2019).
8. It would take about \$60 billion annually to end the extreme global poverty in the world which is about less than a quarter of the income of the top 100 richest billionaires of the world (Slater, 2013).
9. Investing in education is necessary in all the countries as it generates wealth for the economies in the future. According to Figure 5 a \$ invested in one year of schooling especially for the girls generates income and health benefits worth \$10 for low

income countries and \$4 in the lower middle-income countries and \$2 in the higher middle-income countries (Schäferhoff et al., 2016) (Figure 5)

For each \$1 invested in an additional year of schooling...

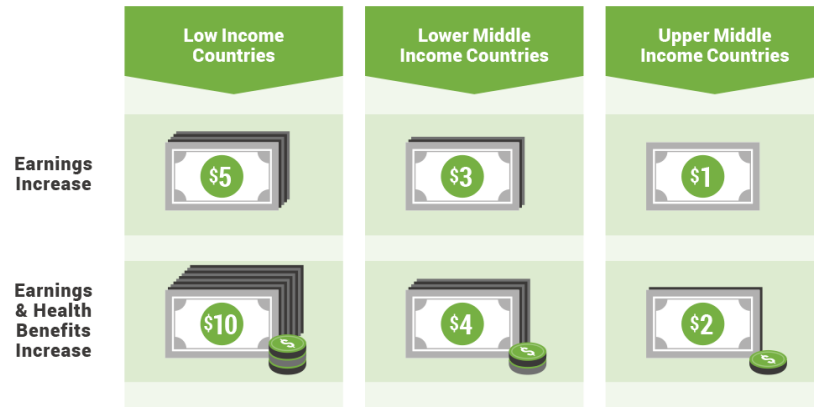


Figure 5: Increase in Earnings and Health Benefits for Each Increase in A \$ in an Additional Year of Schooling. Source: Estimating the Economic Returns of Education from a Health Perspective, 2016

3.6. Effects of Poverty on Education

Poverty is an all-pervasive social enigma which has far flung impacts on education. Good quality education is necessary for all the individuals at a personal as well as a societal level. At a personal level education is the marker which either keeps an individual below the poverty line or lifts him or her above it. In a world in which success is measured in terms of the monetary achievements of an individual, education is a necessity which brings monetary fortunes. At a societal level, education is that weapon which helps fight poverty, violence, hunger and inequality. It is often thought that hard work and efforts pay off at school and affect the performance of the children, but poverty is an intangible virus which can handicap the learners even before they enter school and lead them to poor performances and often quit education because of the frustration. There are far flung effects of poverty on the education of students which are mentioned in many literature studies carried out across the world.

3.6.1. Parental Lifestyles

Parents from a poor household have lifestyles which can affect the learning and education of the children. Drug abuse before childbirth can form cognitive disabilities in the children. This impacts their learning abilities to a great extent. Exposure to environmental toxins and continuous stress and violence in the surroundings also take a toll on the health and emotional stability of the children which in turn affects their learnings. Poor nutrition quality is also one the factors that can cause learning and academic performance issues.

Research suggests that not eating enough food and going to school reduces the brain's capacity to learn new things and thus students from low economic backgrounds fall behind their well-off classmates. (Aikens and Barbarin, 2008). Parents work hard to make ends meet and therefore they end up spending less time with their children. However, they also feel less about 4 times less confident in helping their children with the schoolwork and assignments (Elkes, 2016).

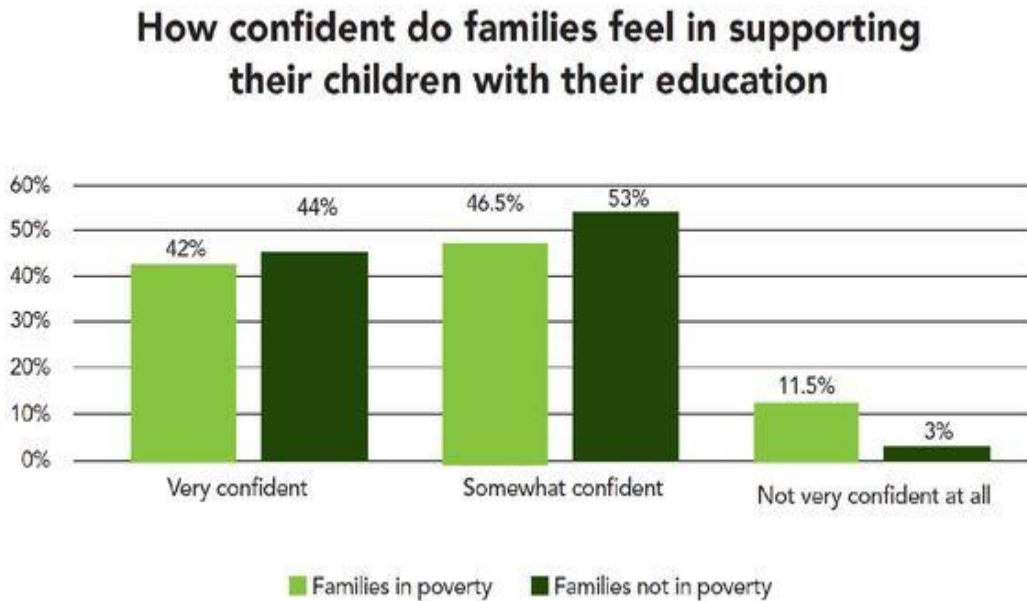


Figure 6: Confidence about help in School Work. Source: www.birminghammail.co.uk

This Figure 6 above depicts that parents from poor backgrounds do not feel confident compared to parents from rich backgrounds about helping their children with the schoolwork (Elkes, 2016). (Figure 6)

3.6.2. Conversations with Children

Parents from economically sound backgrounds and higher education engage their children more in conversations and ask questions to them which demand creative responses. (Sparks, 2015). On the other hand, parents from the poor backgrounds are less educated and hence they do not have the time and the energy to evoke thinking in their children. Their conversations with the children are based on simple sentences and goal-oriented commands (Sparks, 2015). The children are mostly by the age of four years, children from the poor backgrounds have heard 32 million fewer words than their better off peers (Hart and Risley, 1995).

3.6.3. Sense of Agency and Execution

Children staying in a poverty-stricken environment often feel that the situation they are in is not under their control and they do not have their own independent choice which can affect their lives. They feel that they do not have control of their set of situations and circumstances which is often termed as “learned helplessness” (Long-Term Impacts of Poverty on Children: Health & Education | Operation Warm, 2018). This negligible sense of agency reflects in their classroom learning as well and impacts the educational success (Bradley, 2017). Poverty is all about survival of the fittest in an environment where resources are limited, and every day is a struggle. Under these stressful conditions’ executive functions like memory, task prioritization, impulse control, emotional regulation and attention management go on the back burner as the energy is diverted to the basic survival struggle (Birdsong, 2016). In these situations, the children from poverty afflicted areas are more likely to fall behind on the academic performance and learning abilities and other necessary skills. It has been reported that chronic stress which is a result of poverty can reduce the “cognitive bandwidth” of a person by 13IQ points (Vale, 2016).

Percent of 2015 ACT-Tested Low-Income High School Graduates Meeting ACT College Readiness Benchmarks by Subject

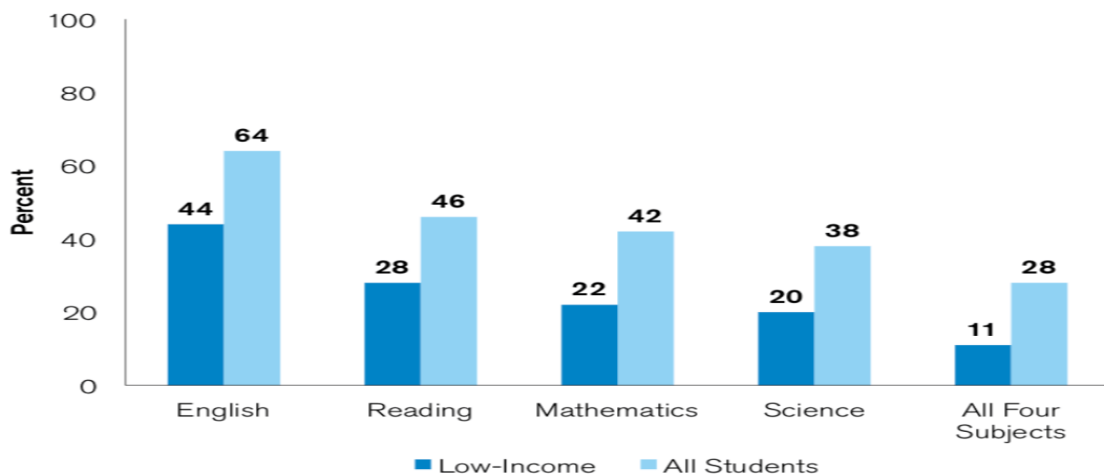


Figure 7: Scores of Low-Income Students on the ACT Test Subjects. Source: Students from Low Income Families: The Condition of College And Career Readiness 2015

From the above graph (Figure 7) it is clear that the students from low income families performed less adequately compared to their other peers. While 42% of the students from good income families met all the four subject benchmarks of the ACT, only 13% of the low-income family students met the same benchmark (Larimore and Sindhu, 2015).

3.6.7. Absenteeism

It is a worldwide fact that the poor children have very low attendance rates in school. The low rate of attendance at school has many reasons behind it which can be linked back to the destitution of the school going children. These absent kids often deal with struggles related to impoverishment, taking care of younger siblings, violence in the communities, teen pregnancies, high rates of diseases and familial moves to other locations in search of work. Chronic absenteeism which is missing more than 10% of the school in a year leads to gaps in education as well as the students fall behind in the performances compared to their peers. Absenteeism is especially derogatory for the low-income families as they are less likely to have the resources to make up for the lost time in the classroom (Chang and Romero, 2008).

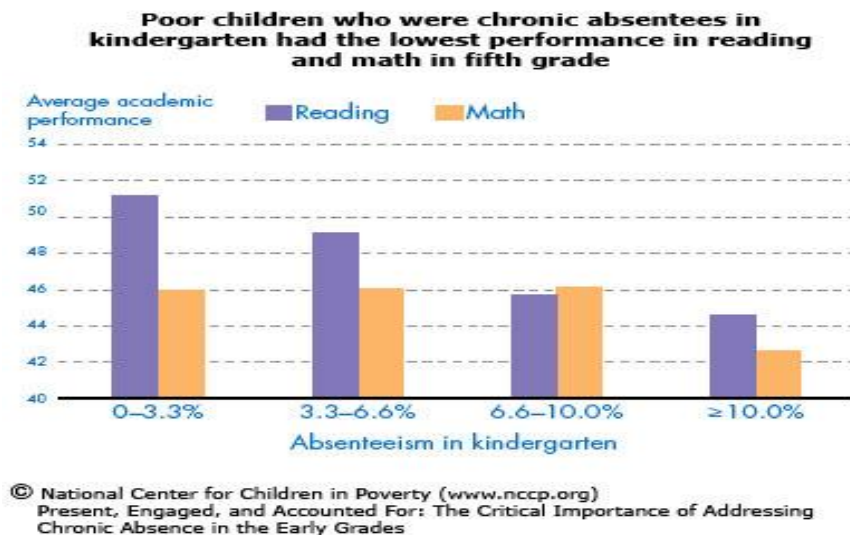


Figure 8: Performance of Fifth Grade Students Who were Chronic Absentees in Kindergarten. Source: National Center for Children in Poverty. Present, Engaged and Accounted For: The Critical Importance of Chronic Absence in the Early Grades, 2008

The graph (Figure 8) above depicts that chronic absenteeism in the early years of schooling led to performance inadequacies later on in the higher classes. Those who were absent more than 10% in the kindergarten had the lowest grades in reading and math compared to the other students.

3.6.8. Material Resources

Growing up in a destitute stricken household means living in dearth of resources which are quite often necessary for good performance at schools. People living in poverty often live in crowded spaces which may not give private and quiet environments which are conducive to studies (Parrett and Budge, 2016). Sometimes the students from poor

backgrounds to not have the necessary resources like the textbooks, computers and e-readers which are necessary for enhancing the education of the students. These might lead to poor academic performance in the schools (Parrett and Budge, 2016). Schools in poor localities often run on property taxes which are also low as the value of the properties in these localities are low. Access to lesser financial resources means that schools run on dilapidated infrastructure and often there are scarcities of educational resources as well (Johnston, 2020). A study conducted in 2008 mentioned that the poor infrastructure facilities of school affect the poor children as much as parental neglect does (Johnston, 2020). Children from low income backgrounds live in bad environmental conditions where shelter is not adequate and proper hygiene and sanitation is not maintained. If the same environment is replicated in the school, the level of motivation of the student to study becomes low. Studying in a good environment is always beneficial to help learn better.

3.7. Poverty and Education in a Developed Country – Czech Republic

The Czech Republic with a short name as Czechia is a small landlocked country in Central Europe. It is a developed nation with a social market economy which is marked by high income, universal health care and tuition free university education. It ranks 13th in the UN HDI and 14th in the World Bank Capital Index. According to the data from the World Bank, the population of Czech Republic was 10.63 million in 2018. According to \$1.9 PPP a day the Czech Republic poverty rate was 0% between 2006 and 2015 (Czech Republic Poverty rate, 1974-2019 - knoema.com, 2020). 1 in 10 people in the EU were at risk of poverty (Eurostat, 2020). These are people who are employed but are facing risks of becoming poor. The part time and temporary workers are more susceptible to in work poverty in the EU. Out of all the nations within the EU, Czech Republic is the second most little affected by poverty with just 3.4% of the total employed people at risk (Eurostat, 2018). 12.2% of the population was at risk of poverty in 2017, this figure decreased to 9.1% after social transfers in the Czech Republic (Eurostat, 2017). 3% of the working population in the Czech Republic is the working poor (Yamaguchi, 2017).

The Czech Republic has the lowest rate of poverty within the EU with at least 93% of the working population having completed secondary education (Leahy, 2017). The lower rate of poverty in the Czech Republic is surprising since it has one of the toughest minimum wages. In order to be considered above the poverty line, one must work at least 80 hours in a week making the minimum wage (Leahy, 2017). These figures may not be suitable to single parent families in the Czech Republic. However, considering the current facts, it can

be concluded that many of the people in the Czech Republic are making money above the minimum wage.

Although the poverty figures in the Czech Republic are positive, there are about 1.5 million people in the country who are threatened by poverty. A very high number of lives just barely above the poverty line. This is a risky proposition if there is a recession or an economic crisis or a political change, these above the poverty line citizens will suffer the most damaging repercussions (Leahy, 2017). The threshold which has been set for the poverty is very weak as there are many people who are really close to the threshold and the entire social manifestation of the issue can take place if we consider the people close to poverty in the Czech Republic (Svihlikova, 2015).

The highest risk groups with regards to poverty are low income groups, marginalized families and single parents. The young people of the Czech Republic are characterized by family indebtedness, lack of housing and lack of structures. Basically it is the issue of “intergenerational transmission” of poverty which can be inferred as young people being born into marginalized families who do not have a model of handling financial resources or lifestyle to draw upon and thus do not know how to improve their situation (Jaceckova, 2018). The labor market in the Czech Republic is such that there is not availability of flexible jobs which are needed for single mothers with children with no one to look after them. 35% of the low paid single parents live in poverty (Jaceckova, 2018).

One of the countries of the European Union, the Czech Republic has a generous economy and a low destitution rate. However, education in the country is still, especially in a transitional stage. The Czech Republic has high rates of literacy and strong math and science scores on the international comparisons of the education achievement. The education system in the Czech Republic slowly moved away from the communist style central management to a decentralized authority around one and a half decade ago. (National Center on Education and the Economy America’s Choice II Profile of the Czech Republic’s Education System, 2006). Compulsory schooling and upper secondary school are governed by the national Ministry of Education, Youth and Sport, municipalities and the individual schools. On the other hand, there is autonomy for higher education although the funding is dispensed by the Ministry. During the beginning of this century, in the first decade, the Czech Republic was characterized by one of the lowest participations in higher education in

the EU (National Center on Education and the Economy America's Choice II Profile of the Czech Republic's Education System, 2006)

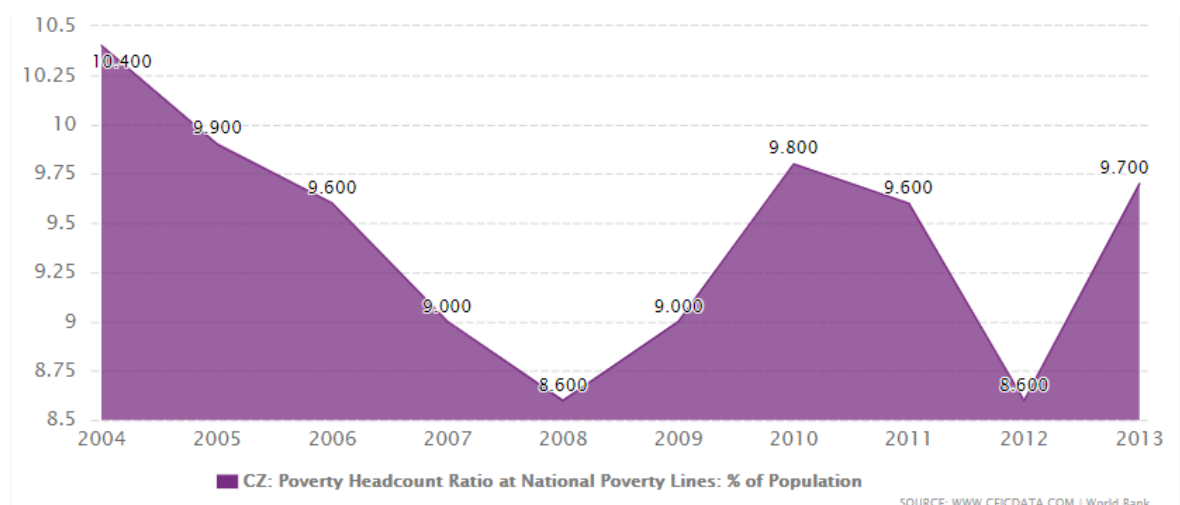
The game plan of guidance in the Czech Republic is compelled by the Charter of Fundamental Rights and Freedoms, which is a bit of the Constitution. Guidance is obligatory for all children at 6 years of age to 15 years. The game plan of preparing in the country is isolated into pre-basic, fundamental and lower discretionary, higher helper, post-discretionary (non-tertiary) and tertiary guidance. The Czech Republic has extended interests in preparing yet simultaneously slacks in financing near the ordinary degrees of the Organization for Economic Co-action and Development (OECD) (Maleček and Cermakova, 2015). Open sponsoring is the huge wellspring of utilization for these theories, and even an extension in private financing isn't adequate to replace open sponsoring. Spending cuts have focused on the organization's benefits and affected the ability to give quality guidance to all, generally impacting non-instructing staff. The Table 3 depicts the level of the poverty described as a headcount ratio at the national poverty line and the level of the gross enrolments in the country as a percentage of the population at the primary level.

Year	Poverty Level (Head Count Ratio at National Poverty Line)	Gross Enrolment at Primary School (% of Population)
2004	10.4	98.59
2005	9.9	99.21
2006	9.6	99.99
2007	9	103.18
2008	8.6	105.73
2009	9	103.80
2011	9.6	100.76
2012	8.6	99.36
2013	9.7	98.74

Note: The national poverty headcount ratio at the national poverty line is the percentage of the population living below the poverty lines of the country. The Gross Enrollment Data is higher than 100% because the gross enrolment includes students of all the ages. It includes students who exceed their official age group. Thus, if there is late enrollment, early enrollment, or repetition, the total enrollment can exceed the population of the age group that officially corresponds to the level of education – leading to ratios greater than 100 percent

Table 3: Rate of Poverty and the Rate of Education in the Czech Republic from 2004 to 2013. Source: World Bank (also they have different ratio and parameters)

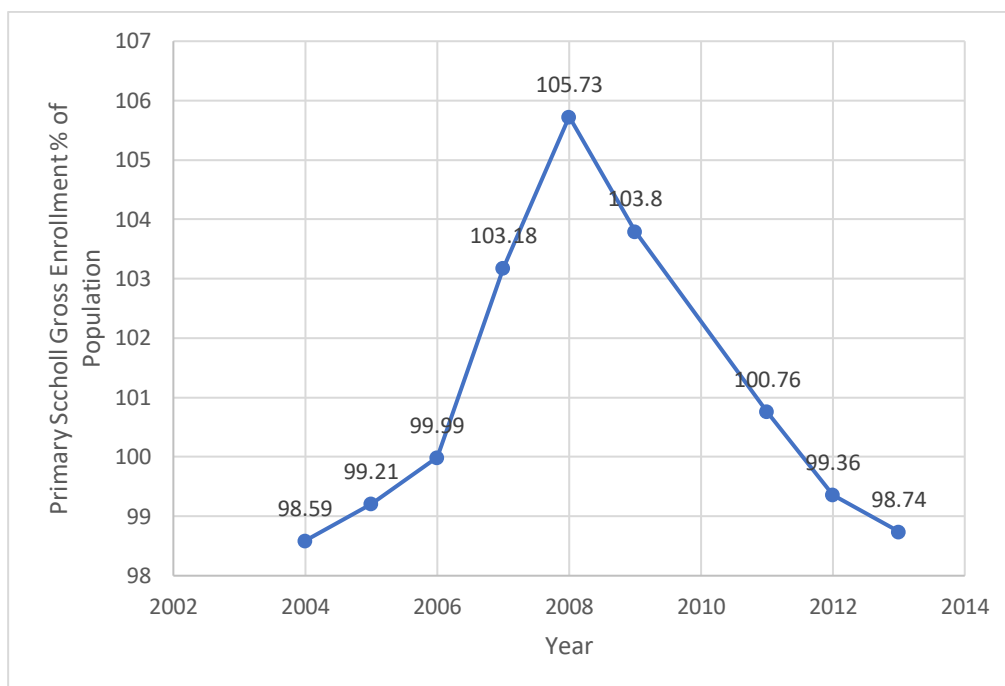
Figure 9 shows how the level of the poverty in the Czech Republic has remained almost the same over the years from 2004 to 2013. It can be seen from the graph that the highest level of poverty in the country was just at 10.4 which is significantly low compared to the levels of other developing nations. The lowest rate of poverty in the country during the time range was at 8.6 which is an impressive number.



Note: The national poverty headcount ratio at the national poverty line is the percentage of the population living below the poverty lines of the country.

Figure 9: Rate of Poverty and the Rate of Education in the Czech Republic from 2004 to 2013. Source: World Bank

Figure 10 depicts the gross enrolment in the schools at the primary as a percentage of population. Czech Republic has a history of a good enrolment number in the primary grades at almost 100% for most of the years. This shows the level of importance the government gives to educating its population.



Note: The Gross Enrollment Data is higher than 100% because the gross enrolment includes students of all the ages. It includes students who exceed their official age group. Thus, if there is late enrollment, early enrollment, or repetition, the total enrollment can exceed the population of the age group that officially corresponds to the level of education – leading to ratios greater than 100 percent

Figure 10: Primary School Enrollment as a % of the Population from 2004 to 2013.
Source: World Bank

3.8. Poverty and Education in a Developing Country - India

India has almost 30% of the children living in poverty which is the highest in South Asia out of the 385 million poor children globally (Save the Children India | What is the Impact of Poverty on Children in India, 2017). Poverty and education are linked inevitably. Poor children may stop going to school to earn a living leaving them with little literacy and numeracy skills which are needed to advance in life. This practice is inherited by their children and the cycle goes on (Poverty and Education | ChildFund, n.d.). Education is seen as the savior which can move the families and generations out of poverty and break the vicious cycle. It is a secret weapon which gives individuals an opportunity to a fuller life in terms of good health and enough material resources for a content and comfortable living.

In a developing country like India, the governments spend less amount of money on the education in the country. This translates to many repercussions like less number of schools and lower quality of education in the country. Overcrowded classrooms, broken desks, dilapidated infrastructures, no availability of technology like computers, under

qualified teachers and poor sanitation facilities are a common sight in India (Poverty and Education | ChildFund, n.d.). Developing countries like India pay more attention in fulfilling the international goal of Education for All by focusing on primary education and literacy more and neglecting the secondary and the higher education (Ashwathi, 2013). Resource scarcity as well as the internal rate of return on the secondary and higher education did not patronize these institutes in India.

Youngsters in India are typically isolated into three classes, these are, the individuals who are going to class, the individuals who are in all day employments, which is named as kid work and those, who are not busy, these are named as no place kids. In rustic territories, ordinarily, the families are enormous in size, there are generally multiple youngsters in one family unit. The neediness status doesn't allow the learning and instruction, all things considered, as it has been expressed when guardians go to work, they, as a rule, anticipate that their more seasoned young ladies should deal with their more youthful kin, in this way denying them of training. Out of an all-out youngster populace of 223.5 millions of every 2004-05, 2.9 million kids or 1.3 % were ultra-poor, 66.7 million kids or 29.8 % were destitution stricken, 124 million kids or 55.48 % were in the non-poor low classification, and 29.9 million kids or 13.38 % were in the non-poor classification. In this way, the extent of kids, for example, 31.1 percent, who are destitution stricken is bigger than the extent of the all-out populace, 28.7 % for the country segment and 25.9 % for the urban part (Kapur, 2018), High populace development rate is one of significant reasons of destitution in India. This further prompt significant level of ignorance, unforeseen weakness care offices and absence of access to money related assets. Likewise, high populace development influences the per capita salary and makes per capita pay even lower. It is normal that populace in India will arrive at 1.5 billion by 2026 and afterward India will be the biggest country on the planet. In any case, India's economy isn't developing at a similar pace. This implies deficiency of employments. For this much populace, close around 20 million new openings would be required. Number of poor will continue expanding if such a major number of occupations won't be made.

The children under 15 years of age living under destitution have multiple other augmented problems like deprivation of nutrition, lack of proper health care, limited access to quality schooling and the opportunity cost of attending school. (Ashwathi, 2013). All these problems together contribute to non-participation in elementary education. India is an

agricultural economy and most of its population lives in the rural areas. These rural areas are characterized by many factors including illiteracy. In a world which is dominated by science and technology today, it is education which can establish the level of prosperity of a country as well as the welfare and the security of the people (Chandra, 2019). India has taken many strides to provide education to all and make an inclusive community. India has also realized that it needs to educate the poor to lift the socio-economic status of the country. There are multi-faceted advantages of education of the rural people in India like:

- Creation of more opportunities for the employment as well as generation of income
- Better decision making by providing critical ability to diagnose and control situations
- Specialized training for sustainability
- Increased productivity
- Enhance the standard of living
- Control the migration to the urban areas and curb the increase in the unorganized sector
- Development of entrepreneurship to bring about equality in the nation and increase the participation of the rural Indians in the economy.

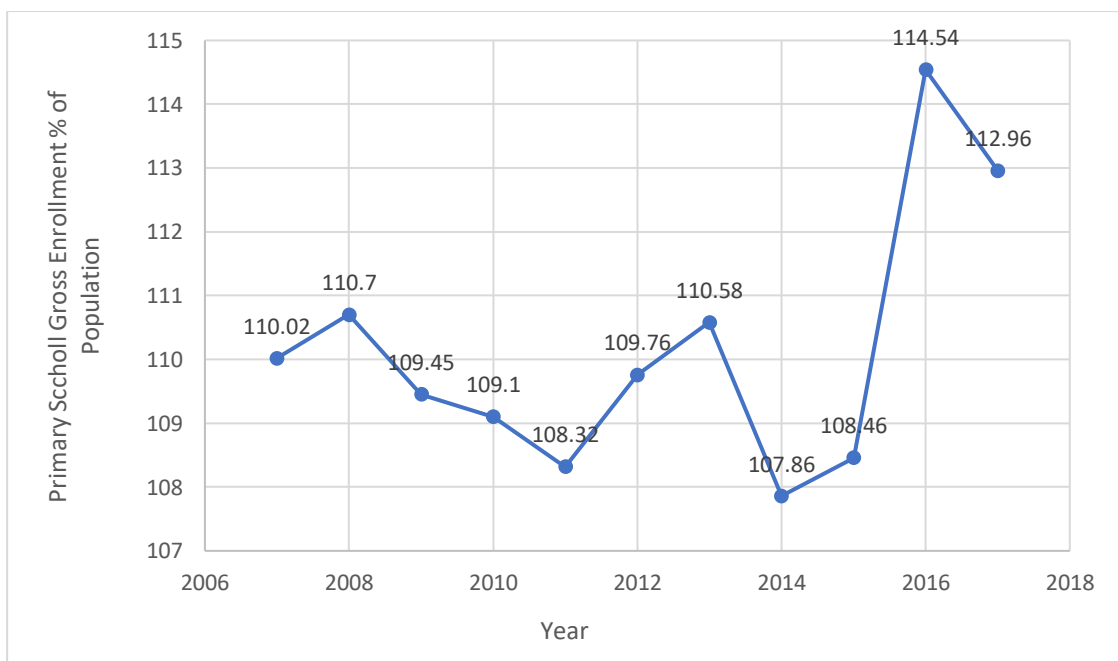
India has massively reduced its rate of multidimensional poverty in the decade of 2005-06 to 2015-2016 from 54.7% to 27.5%. However, there are various states in India which experience acute poverty and measures need to be taken to alleviate people from these areas. The largest contributor of poverty in each state of India is poor nutrition followed by not having a household member with at least six years of basic education (Chandra, 2019). Through the various schemes and programs of the government, India has made a lot of progress in terms of providing education for all in India. The Table 4 below shows the head count ratio of poverty as a percentage of the population of the country and also shows the percentage of population which is educated.

Year	Poverty Level (Headcount Ratio at National Poverty Line)	Gross Enrolment at Primary School (% of Population)
1977	61.9	85.09
1983	54.8	86.57
1987	48.9	87.89
1993	45.9	93.119
2004	38.2	102.68
2009	31.1	109.45
2011	21.1	108.32

Note: The national poverty headcount ratio at the national poverty line is the percentage of the population living below the poverty lines of the country. The Gross Enrollment Data is higher than 100% because the gross enrolment includes students of all the ages. It includes students who exceed their official age group. Thus, if there is late enrollment, early enrollment, or repetition, the total enrollment can exceed the population of the age group that officially corresponds to the level of education – leading to ratios greater than 100 percent

Table 4: Rate of Poverty and the Rate of Education in the India from 1997 to 2011.
Source: World Bank

The school enrolment numbers at the primary level have been quite impressive, given that India is a developing nation as can be seen in Figure 11 which shows the enrolments in the primary grades in India from the years 2007 to 2017. The government is striving to achieve education in the country as it realizes that the education is the key to the eradication of poverty in the country.



Note: The Gross Enrollment Data is higher than 100% because the gross enrolment includes students of all the ages. It includes students who exceed their official age group. Thus, if there is late enrollment, early enrollment, or repetition, the total enrollment can exceed the population of the age group that officially corresponds to the level of education – leading to ratios greater than 100 percent

Figure 11: Primary School Enrollment in India as a % of the Population 2007 to 2017.
Source: World bank Some of the statistics are worth mentioning from the Pratham NGO's Annual Status of Education Report (ASER):

- The Gross Enrolment Ratio in 2015-16 was about 99.2% in Standards 1 to 5 and the same was 92.8% in Standards 6 to 8.
- The student teacher ratio at the national level in the elementary schools was 24:1 and in the secondary schools it was 27:1
- The proportion of the standard 3 students who could efficiently read a standard 1 text dropped from 50.6% in 2008 to 42.5% in 2016
- The proportion of the standard 3 students who could do a subtraction fell from 39% in 2008 to 27.7% in 2016
- Research shows that 90% of the brain development takes place till age 5. The ASER mentioned that nourishing the cognitive skills of the students in the early formative years goes a long way towards the building of the literacy and the numeracy skills of the students during their higher years of education.
- The schools should focus of play based and outcome-based activities which build the memory, reasoning and problem-solving skills rather than content delivery during the early childhood years.
- Outcome based learning, teaching at the right level, innovative teaching pedagogy and engaging the students in the learning process score better over traditional factors like better infrastructure, increasing the pay of the teachers, increasing the training of the teachers or decreasing the student teacher ratio in providing quality education to the students which enhance their literacy and numeracy abilities.

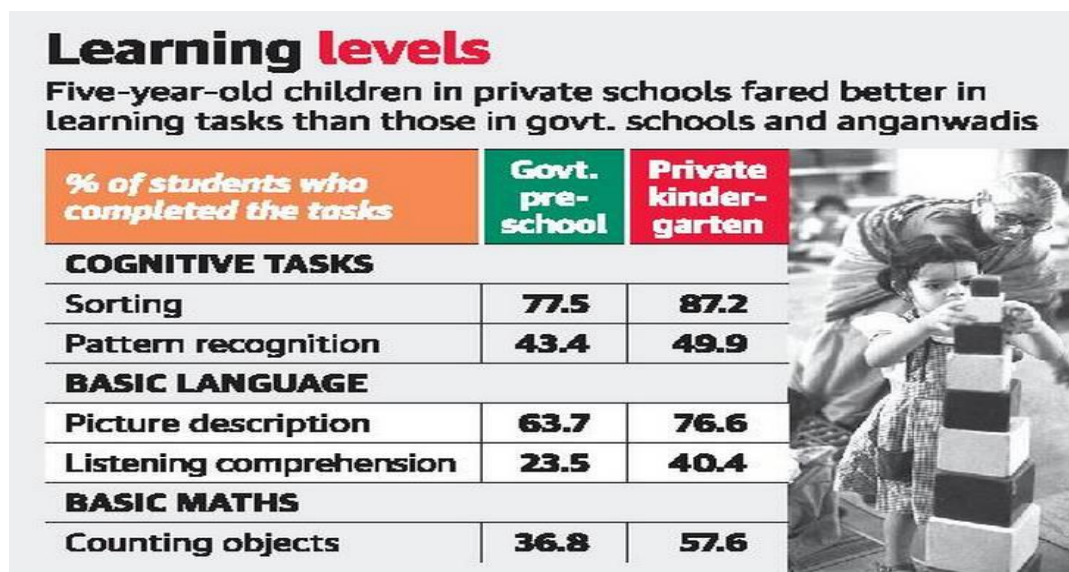


Figure 12: Distinction between the Cognitive, Literacy and Numeracy Skills of Students in Public Schools and Private Schools of India. Source: Pratham NGO's Annual Status of Education Report (ASER), 2019

It has been observed that the children studying in the private schools of India have scored better than their counterparts from the lower socio economic backgrounds who are enrolled in the public schools as depicted in the Figure 12 .The students' performance in the public schools gets affected by a multitude of factors ranging from their poor backgrounds to the quality of the education available to them to the quality of the teachers as well as their own grasping and understanding skills.

It is estimated that India will be the second largest economy of the world by 2050 and will have the world's largest working age population by the year 2030 to the tune of 962 million. With an average age of 29 years India will be the world's youngest country by 2020 (Chandra, 2019). This demographic poses a great opportunity to India to become the hub for the global skilled workforce. It is estimated that India needs about USD 145 billion to skill its workforce. However only about 2% of the workforce has undergone formal skills training. 15% of the workforce has marketable skills. 90% of the jobs in India are skill based and require vocational training (Chandra, 2019). The Indian government has announced that it will skill around 500 million youth in India by 2022.

3.9. Poverty Cycle

Poverty is a social enigma which leads to a myriad of consequences in a way that generations are trapped in it and it seems difficult to come out of it. However, education is a key to breaking this chain of poverty and moving people out of it on the other side of the line. The vicious circle of poverty needs to be broken with the help of some outside intervention from the government of the country. The following figure 13 depicts how the cycle of poverty keeps on moving from one generation to the other and how lack of education aggravates this state.

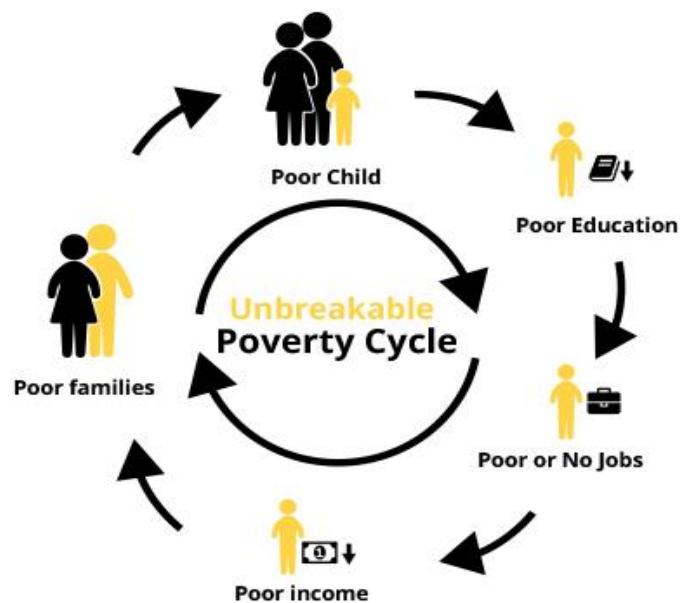


Figure 13: Unbreakable Poverty Cycle. Source: <https://dev2.academy/our-mission/>

The lack of education means that the students have a low academic achievement which moulds less productive human beings who fail to be human capital and thus they do not have the capacity to make more money and move out of their socio economic status. The low income scenario again indicates mal nutrition in the children, who are the victims of low academic performance which again contributes to their poverty as seen in the Figure 14. This circle keeps on looping and it has chances of becoming bigger and bigger unless the government steps up proactively and intervenes.

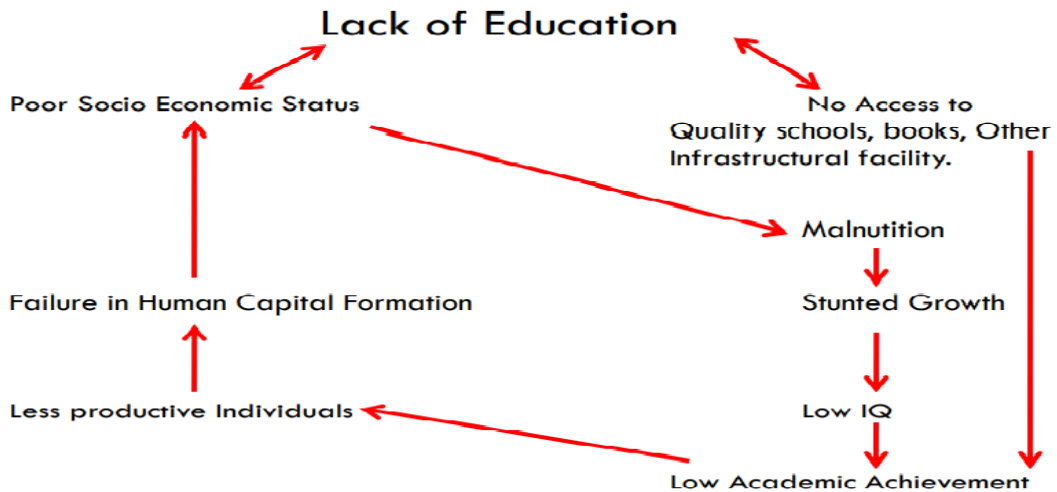


Figure 14: The Connection between Education and Poverty. Source: *Education and the Poverty Trap in Rural Areas, 2019.*

The introduction of education and the distribution of other paraphernalia which are equally important like mid-day meals, transportation to school, uniforms, school textbooks, improved infrastructure, innovative teaching pedagogy and a good learning environment all collectively contribute to the breaking of this malicious cycle of poverty as is seen in the Figure 15 below.

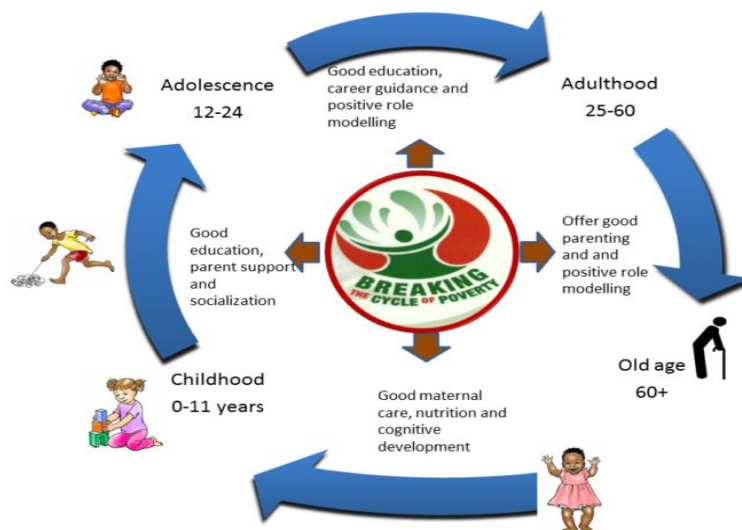


Figure 15: Breaking the Cycle of Poverty by Education. Source: <https://tateni.org.za/what-we-do/breaking-the-cycle-of-poverty/>

3.10. Impact of Education on Reduction in Poverty

Eradication of poverty is the need of the hour for sustainable development globally. Education is the secret weapon to woo people out of poverty. It has the potential to change the lives of individuals, prosper the communities, stabilize and equalize the economies as well as change the fate of the entire nation. The impact of education is significant and very precious and is inevitable. Some of the many ways in which education also helps in the reduction of poverty directly or indirectly are mentioned below (2019 GEM Report - Migration, displacement and education, 2019) and (Benefits of education | Global Partnership for Education, 2019)

1. Education can increase the annual earnings of the individuals by 10% for each additional year of schooling.
2. For each additional \$ invested in an additional year of schooling, the income of the people increases by \$5 in the low-income countries and \$2.5 in the middle lower income countries.
3. The disparity in the income of the rich and the poor can decrease by 39% in the in-work poverty if the rich and the poor are given the same level of education.
4. By 2050, the per capita income can be higher by about 70% if all the children attend school.
5. If all the children left school with the basic reading skills, 171 million global people could be lifted out of poverty.
6. Education helps decrease the infant mortality rate by 5 to 10%.
7. Children of women who can read have 50% chances of survival till age 5.
8. The risk of war can be reduced by 3% for every region who 10% above the average education level.
9. Food production can increase with the help of education.
10. The education increases the GDP growth of a nation by 0.37%.

Living in under privileged circumstances make the individuals undergo a lot of different emotions related to their environments. The Figure 16 below illustrates the many things that go on in a child's mind who is a victim of poverty.



Figure 16: How Poverty Feels to Children. Source: <https://cpag.org.uk/child-poverty/effects-poverty>

3.11. Effect of Poverty on Young Children's Experience of School

Children from impoverished backgrounds have always lived in environments which are stressful and compounded by scarcity and turmoil. Their experiences in school reflect the backgrounds they come from with a lot of mixed emotions and feelings. Poor children accept the fact that the quality of education they get is not as good as the other students get. Children understand that even though education is free there are other associated costs like uniforms and shoes, lunches and school trips. They understand that it is difficult for their parents to arrange money for school events. The poor students do not get a richer all-round experience in school in terms of access to music, art, sports or other out of the school activities. For poor children, they see school and education as a way out of problems in the future. Education is necessary for all the children to lift them up from poverty, however if they are provided a more conducive, compassionate and understanding environment in school, their experiences will be enriched and positive and will shape them into mature, responsible and understanding adults.

3.12. Effect of Poverty on Education

Poverty is by far the most disastrous hiccup to education. It not only affects the body but also leaves a dent in the mind and soul of a human being. Lack of resources means life and stress, assault to dignity and a struggle to live every single day. In such an environment where survival itself is an accomplishment, even if the child has access to education, he or she may not be able to reap the full benefits of it owing to the negative effects that poverty brings. Poverty leads to problems in the overall development of the child which in turn affects his or her education. There are multi-fold effects of poverty on the education of young learners. Some of them are mentioned below.

3.12.1. Poor Quality of Education

Lack of resources in a poor household means that children go to cheap schools to study. These cheap schools may not have enough resources to impart quality education to the children. Moreover, these poor children cannot access tutor services outside school. This leads to poor education for the poor. The rich have an advantage over the poor here where they study in decent schools and if need be can hire tutors to teach them outside school as well.

3.12.2. Hunger Affects Education

Less nutrition, as well as malnutrition, harms a child's learning abilities. A hungry body affects the functionality of the brain and retards the learning. The grasping capacity of the child goes down if he or she is hungry and not well fed. Concentration levels dip and the learning is not assimilated properly to apply in life.

3.12.3. Reduced Vocabulary

Communication plays an important role in shaping the vocabulary of the people of a region. Since the parents and caregivers of the impoverished families are hardly educated, they have a limited vocabulary that is passed on to the next generation. Children are most of the time surrounded by conversations in the local dialect which is usually not the medium of instruction in school. This hampers the child's verbal abilities and communication skills in the lingua franca. Limited exposure means poor vocabulary development and communication skills.

3.12.4. Emotional and Physical Stress

The stress of any kind is hazardous to the proper functioning and the development of good thinking skills. People thriving in indigent backgrounds often endure physical and mental stress every day as survival itself is a daily challenge. It has been proven scientifically that stress releases some hormones which affect learning and cognition. Attention spans are also limited thus impeding the learning. The emotional stress that the poor face at home is often carried to the classroom causing lack of attentiveness in the class thereby triggering poor performance.

3.12.5. Negative Mindset

Poverty-stricken environments are often constituted by the use of foul languages, violence, and negativity as everyone has to fight for limited available resources. As the adage goes, what we see is what we become, the ones who are exposed to these surroundings develop a negative mindset as well. The children who go to school from this background develop a very poor attitude and psyche towards education and learning.

3.12.6. Lack of Motivation

Learners from underprivileged ambiances lack the motivation to study and perform well in their academics. There is no one at the home to propel them in the direction of working hard for studies. This impacts the performance at the school and thwarts the performance of the children. Internal or external motivation does play a very significant role in the academic success of a student.

3.12.7. Poor Nutrition

The right balance of the food we intake – proteins, carbohydrates, vitamins, minerals, fibers, and fat have a great impact on the overall development and growth of a human being. The dearth of money leads people to compromise on the wholesome foods which have all the necessary nutrient components in the right balance. The hapless and the miserable are often devoid of these foods which are required for good cognition and motor skills. The poor thus suffer from some deficiencies which prove a hindrance to their learning.

3.12.8. Monetary Shortages

Most of the governments provide free tuition to the students. However, some ancillary costs are attached to learning as this does not come entirely free. Money may be needed for transportation to school, books, and access to other resources to be able to get educated. These expenses might be out of the reach of the poverty-stricken families and hence their children need to drop out of school.

3.12.9. Transportation

Sometimes the school is not in the vicinity of these dwellers and the children have to walk a lot to reach school which takes a toll on their health which in turn affects the performance at school. The scarcity of money in the family makes it difficult to pursue any other available means of public transport to reach the place of learning. Deprivation of adequate transport facilities has another spin-off as well in the form of absenteeism from school boiling down to poor grades in school and learnings.

3.12.10. Health and Well Being

A poverty-stricken habitat is often deficit in basic infrastructure. The impoverished live in harsh conditions, do not have proper shelters and are often the victims of nature's fury when calamity strikes. They are devoid of proper sanitation which leads to various diseases. As is said a healthy mind rests in a healthy body, the poor often suffer from ill-health due to the environment in which they live, as well as lack of proper medical facilities in their surroundings as well as malnutrition. All these intangibles bear a significance on the quality of education one gets.

4. Practical Part

4.1. Developed Country Vs. Developing Country Education

A developed nation is any country that has technologically advanced infrastructures, which is highly industrialized and has a high Human Development Index and is characterized by political stability, high GDP and freedom. These countries are predominantly seen as service economies. On the other hand, a developing country is the one in which there is a huge dependency on agriculture, which is struggling with the Human Development Index and is devoid of good infrastructure facilities.

The Human Development Index was a score between 0 and 1 which was developed by the United Nations by quantifying a country standard of education, health and life expectancy. Most of the developed countries have a score above 0.8. For this study, one developed nation – Czech Republic (official short name Czechia) and another developing nation – India has been chosen.

Here are some of the statistics concerning the development score of these two nations out of a total of 189 countries mentioned in Table 5

Rank	Country	HDI	Life Expectancy at Birth	Expected Years of Schooling	Mean Years of Schooling	Gross National Income Per Capita (PPP\$)
26	Czechia	0.891	79.2	16.8	12.7	31,597
129	India	0.647	69.4	12.3	6.5	6,829

Table 5: Comparison of Czech Republic and India. Source: 2019 Human Development Index Ranking | Human Development Reports, 2020

The effect of poverty on developed countries as well as developing countries is quite different. Social exclusion also varies in degree and intensity between countries which are at different stages of development. Poverty affects many aspects of the social fabric of an economy right from the education of the people to provide basic health and sanitation to all.

Education is one of the important factors which is influenced by poverty. Education is the imparting of knowledge, skills, and training to individuals to help them achieve a good standard of living. Each country has a schooling system in place but there is a vast discrepancy in how well education is accessed by all, the quality of education that is given to the people to help them succeed and live more meaningful lives. In this race for education, the developed nations always score ahead of the developing nations. The gaps in standards of living among these countries are often due to wider gaps in leveraging the benefits of education. Social scientists agree that education not only increases income levels of the people but also helps in social integration.

According to Central Intelligence Agency's, The World Factbook data Czechia had a population of 10.7 million (July 2018 estimate) with a 9.7% population living below the poverty line (2015 estimate) and a literacy rate of 99% in 2011. (Europe: Czechia — The World Factbook - Central Intelligence Agency, 2020) India had a population of 1.3 billion (July 2018 estimate) with a 21.9% population living below the poverty line (2011 estimate) and a literacy rate of 71.2% (2015 estimate). (South Asia: India — The World Factbook - Central Intelligence Agency, 2020) This data shows that there is a vast difference in the number of poor and the percentage of people getting an education. The numbers do suggest that the high rate of poverty in India is directly proportional to the high rate of illiteracy in India. The same is true for Czechia where the lower rate of poverty translates to a lower rate of illiteracy in the country.

4.2 Data Analysis

This research was broken into two parts where the effect of poverty on education was studied in a developed nation like the Czech Republic and a developing nation like India. Poverty affects the education of an individual in many ways. There are far reaching consequences of poverty which decide the fate of a person. In fulfillment of this thesis, secondary sources in the form of previously written articles, essays, research studies and research papers pertaining to both the countries was studied. This data is presented in the literature review section of this study.

4.3 Sample Size

In this project the primary data was collected through the administration of a very simple questionnaire among 60 participants from the Czech Republic and 60 from India. The

sample size was chosen taking the population of Prague into consideration as 1.3 million with a confidence level of 90% with a 10% margin of error. The result was about 68 and hence the sample was chosen as 60 for both the countries to show an equal representation of the data. Since the aim of the thesis was to find out the effect of poverty on education in the Czech Republic and India, the researcher felt that the stratified sampling technique was the best to use for comparison across the two countries. Under this method the population is divided into various subgroups based on some common factors. The researcher has made full efforts of dividing the sample equally among each factor. To achieve this equal distribution of the sample, the researcher first decided the number of respondents that he wanted for conducting the analysis which was about 60 for each country. He needed an equal distribution of the males and females as 30 each, between 18 to 35 ages and ages 36 to 50, 30 each, with 20 graduates and 10 each in secondary, higher secondary, post graduate and others, 30 students and 10 each as salaried, businesspeople and home makers. Survey was done among many participants and then the data was sorted to randomly select these numbers from each subgroup for each country. As the researcher could approach many participants for the survey in both the countries, getting an evenly distributed sample from the huge number of surveys conducted was not a constraint in both the countries. This questionnaire was passed on through the use of social media platforms like Facebook and WhatsApp to the participants from both the countries.

4.4 Profile of the Respondents

The first part of the questionnaire focused on questions related to the demographic details of the participants from the Czech Republic as well as India. The questions were related to the profile of the respondents like gender, age, education level and occupation. This data helps to understand why people have certain perceptions about some phenomena. For easier comparison of the data and to align the data, an effort was made to collect the similar data from both the countries. The demographic data was analyzed using the Statistical Package for Social Sciences (SPSS) and excel sheets wherever necessary. The data is presented in the form of tables and graphs to understand the demographic details of the sample data of both the countries.

4.4.1 Sample Size of Czech Republic and India

	Home Country		Total
	India	Czech Republic	
Citizen of India	60	0	60
Citizen of Czech Republic	0	60	60
Total	60	60	120

Table 6: Sample Size of Czech Republic and India. Source: Prepared by researcher

Table 6 depicts the size of the sample which has been surveyed from both India and the Czech Republic to know the perceptions about poverty's effect on education. A total of 60 participants were included in this research from each country totaling to 120.

4.4.2 Distribution on the Basis of Gender

	Gender		Total
	Female	Male	
Citizen of India	30	30	60
Citizen of Czech Republic	30	30	60
Total	60	60	120

Table 7: Distribution on the Basis of Gender in Czech Republic and India. Source: Prepared by researcher.

Table 7 shows the gender distribution in both the countries. A total of 30 males and 30 females participated from both the countries to give their perceptions about the effect of poverty on education in the Czech Republic and India

4.4.3 Distribution on the Basis of Age

	Age		Total
	18-35	36-50	
Citizen of India	30	30	60
Citizen of Czech Republic	30	30	60
Total	60	60	120

Table 8: Distribution on the Basis of Age in Czech Republic and India. Source: Prepared by researcher

The survey participants were broadly divided into two age groups for the study. The first category was 18 to 35-year old's which had 30 participants from each country. The second category was 36 to 50-year old's which also had 30 participants from the Czech Republic and India. The researcher could not gather the opinions of anyone in the age group beyond 50 years for this study. The data is presented in Table 8

4.4.4 Distribution on the Basis of Education

The education data of the sample from both the countries is presented in the Table 7. There are 10 participants who have studied up to secondary, 10 up to higher secondary, 20 up to graduation, 10 up to post graduation and the remaining 10 have either not studied up to secondary or have done a diploma or got any other vocational education as seen in the Table 9.

	Education					Total
	Secondary	Higher Secondary	Graduate	Postgraduate	Others	
Citizen of India	10	10	20	10	10	60
Citizen of Czech Republic	10	10	20	10	10	60
Total	20	20	40	20	20	120

Table 9: Distribution on the Basis of Education in Czech Republic and India. Source: Prepared by researcher

4.4.5 Distribution on the Basis of Occupation

Table 10 depicts the distribution of the sample on the basis of occupation in each country. There are a total of 30 students, 10 salaried individuals, 10 business owners and 10 housewives in both the countries.

	Occupation				Total
	Student	Salaried	Business Owner	Home Maker	
Citizen of India	30	10	10	10	60
Citizen of Czech Republic	30	10	10	10	60
Total	60	20	20	20	120

Table 10: Distribution on the Basis of Occupation in Czech Republic and India. Source: Prepared by researcher

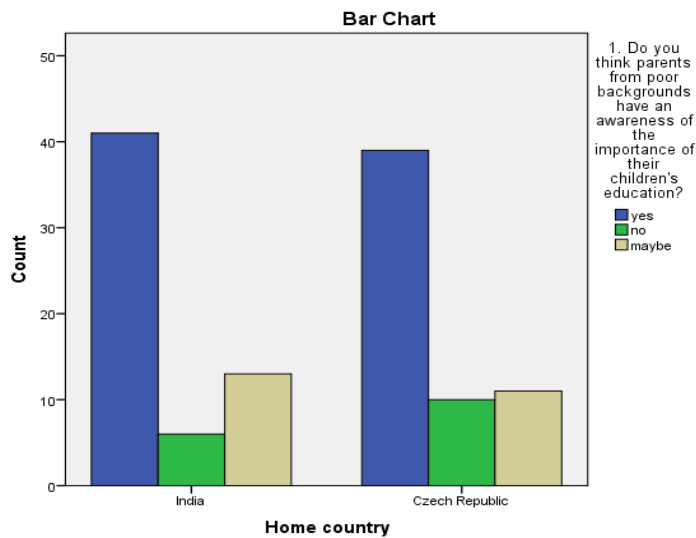
4.5 Perception Analysis

The section focusses on the response given by the individuals to the questions asked to them related to poverty and its specific effects on the learning behavior of the candidates. The responses from the survey participants were gathered in the form of Yes/No/May Be answers. A total of about 15 questions were asked to the participants from Czech Republic as well as India. Their responses are mentioned below.

4.5.1 Awareness About Importance of Education

The participants from both the nations were asked about their opinion about the awareness of the parents from poor backgrounds about the importance of the children's education. Out of the 60 participants, 41 responded positively, 6 negatively and 13 said they were unsure in India. On the other hand, in the Czech Republic 39 mentioned affirmatively, 10 negatively and about 11 were not sure about their answer. Poverty according to the respondents was basically living hand to mouth and trying to make ends meet all the time, someone who did not possess a house of their own nor any form of transport and who was

always struggling to pay bills and did not have enough cash all the time. The Figure 17 below depicts that there is a greater portion of people who were of the opinion that the parents from the poor backgrounds were not aware about the importance of the education of their children in the Czech Republic which was about 17%. In India the fraction of the sample who was not aware about the importance of the education of the children was 10%. In India the number of people who were not sure if the parents from poor backgrounds were aware about the importance of their children’s education was more than that of the Czech Republic.

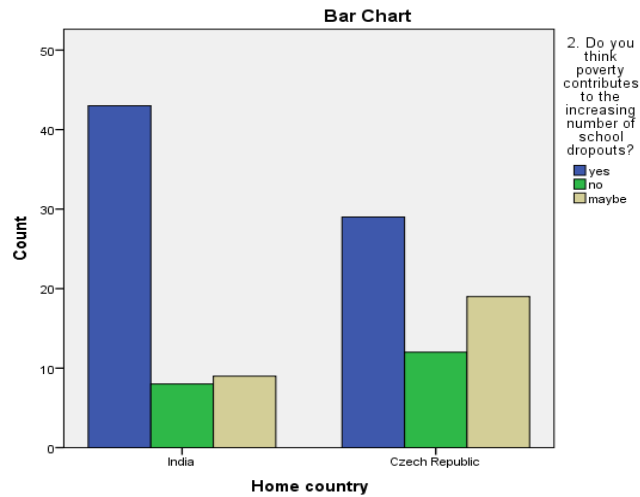


*Figure 17: Awareness about the Importance of Education in Czech Republic and India.
Source: Prepared by researcher (bar chart count with number)*

4.5.2 Poverty and Dropouts

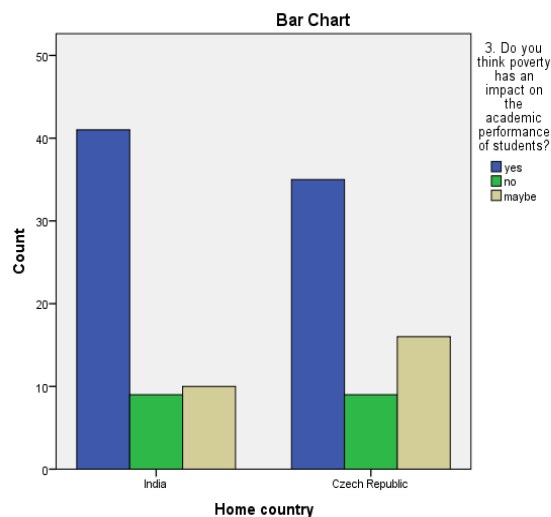
The survey participants were asked if poverty was the contributing factor to the increasing number of dropouts in schools. About 43 Indians mentioned that poverty was the cause behind the school dropouts, 8 said it was not the cause of the school dropouts and 9 said they were unsure if the dropouts were due to poverty. On the other hand, in the Czech Republic only about 29 candidates responded that the dropouts were related to poverty, 12 said they were not due to poverty and 19 said they were unsure if poverty was the factor that lead to the dropouts. This translates to 48% in the Czech Republic believed that poverty was a reason for drop out from the schools. 20% believed that poverty was not a reason for dropout from the schools and 32% were unsure about their answer in the Czech Republic. On the other hand, in India, 72% believed that poverty was a contributing factor for school dropouts, 13% did not believe poverty was a leading cause of dropouts in the schools and 15% were unsure about their opinion. A point to note here is that Czech Republic is a

developed nation where good quality education is provided to the individuals free of cost by the governments. However, many of the respondents feel that poverty is not the main reason behind school dropouts. There can be other reasons as well. A more number of Czech Republic citizens compared to Indians mentioned that they were unsure if poverty was a factor which contributed to the increasing number of school dropouts. The data is graphically presented in the Figure 18 below.



*Figure 18: Poverty as a Major Cause for School Dropouts in Czech Republic and India.
Source: Prepared by researcher (bar chart count with number)*

4.5.3 Poverty and Academic Performance



*Figure 19: Impact of Poverty and Academic Performance in Czech Republic and India.
Source: Prepared by researcher (bar chart count with number)*

The respondents were asked if they felt that poverty had an impact on the academic performance of the students. There was some similarity in the answers of the candidates

from both the countries. As can be viewed from the Figure 19 about 41 participants from India and 35 from the Czech Republic felt that poverty affected the academic performance of the school going children. 9 people from the samples of both the countries mentioned that poverty did not affect the academic performance of the children. More number of candidates from the Czech Republic were unsure if poverty affected the performance of the students academically compared to the Indians. This number was 16 for Czech Republic and 10 for India. Statistically from a sample of 60 for both the nations, 58% of the people from the Czech Republic and 68% from India mentioned that poverty affected the academic outcomes of the students. 15% from both the nations mentioned that academic performance was not related to poverty. 27% from the Czech Republic and 17% from India were unsure of their answers.

4.5.4 Poor Parents and Assignment Help

The candidates were asked if the parents from poor households a time had to check on the assignments of their school going children. This question was asked to gauge the involvement of the parents in the education of their children. The answers from both the countries were affirmative for about 45% candidates from India and 33% candidates from the Czech Republic. More Indians mentioned that the parents do not have time to check on their children and help them in their assignments. This number was 43% for India and 30% for the Czech Republic. A very high number of Czech Republic citizens, close to 37%, were unsure if the parents had the time to check on their children and help them in their assignments. On the contrary just 12% Indians were unsure if the parents had time for involvement in their children's assignments. This data throws light on the fact that since there is a higher rate of poverty in India compared to the Czech Republic, most of the Indians work long hours to make ends meet which does not leave them with time to check on their children. The illiteracy rate is also high in India which means that even if the parents wanted to help their children in their school activities, they were unable to do so since their education level was next to nil or very minimal. Given the low rate of poverty in the Czech Republic and a very well-established education system, it is difficult to judge if the parents from the poor backgrounds had the time to check on their children and help them in their assignments. The Figure 20 below shows the distribution of the data between India and the Czech Republic.

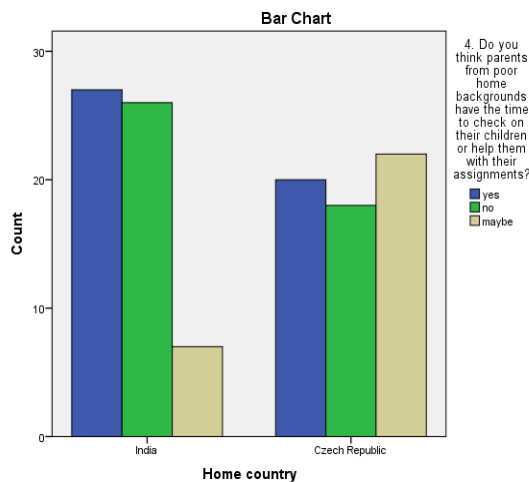


Figure 20: Poor Parents Availability to Check on Children and Assignment Help in Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.5.5 Proximity to School and Attendance

Participants from India as well as the Czech Republic were asked about their opinion towards the proximity of the school and the attendance rate. In India about 52% and in Czech Republic about 48% respondents mentioned that they felt that proximity to the school played a role in the attendance of the school. 18% candidates from India and 22% from the Czech Republic mentioned that proximity of the school from the residence of the children was not a factor which affected the attendance of the candidates. 30% candidates from both the countries said they were not sure if the proximity of the school to the house of the students was connected to the level of attendance at school. It can be inferred from the data that location of the school plays an important role in the attendance of the school. In developing countries like India, this matters a lot as transport costs cannot be affordable to many parents even if the education is free if they do not reside in close proximity to the school. If the distance is too much which cannot be walkable, the attendance rates will definitely be impacted. Also, there are other factors related to poverty which are malnutrition and ill health which can be impediments to the students as they might get tired if they have to walk and go to school. On the other hand, in the Czech Republic since the poverty level is not much, many of the candidates responded that they did not feel that proximity was a major factor which affected the attendance of the candidates. The Figure 21 below presents the responses from India and the Czech Republic

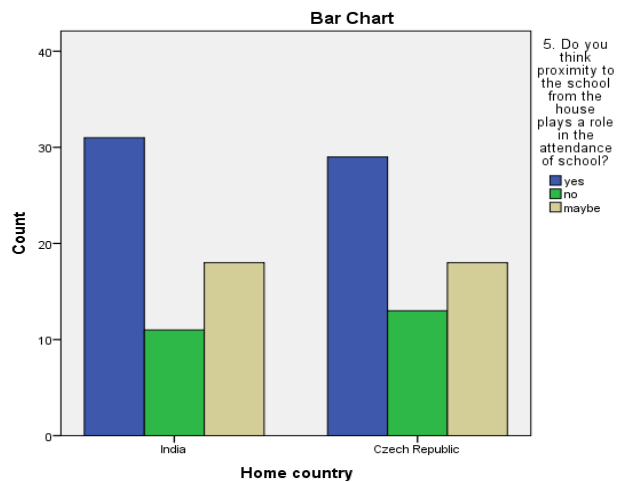
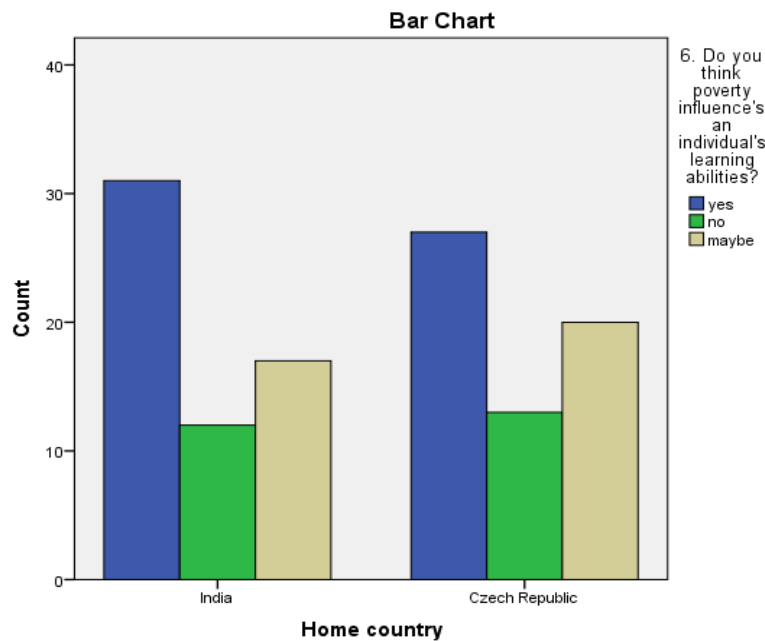


Figure 21: Role of Proximity to School towards Attendance in School in Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.5.6 Poverty’s Influence on Learning Abilities

The candidates from both the countries were asked if they believed that poverty affected the learning abilities of the students. Majority of the candidates from both the countries responded that they agreed to the fact that poverty affects the learning abilities of the school goers. This number was 52% out of 60 for India and 45% out of 60 for the Czech Republic. The number of candidates who said that they did not think that poverty affects the learning capabilities of the children was 20% for India and 22% for the Czech Republic. A high proportion of candidates in India as well as the Czech Republic were unsure about what they felt regarding the effect of poverty on the learning abilities of the students which was about 33% in Czech Republic and 28% in India. The choices of both the countries’ samples are presented in the Figure 22 below.

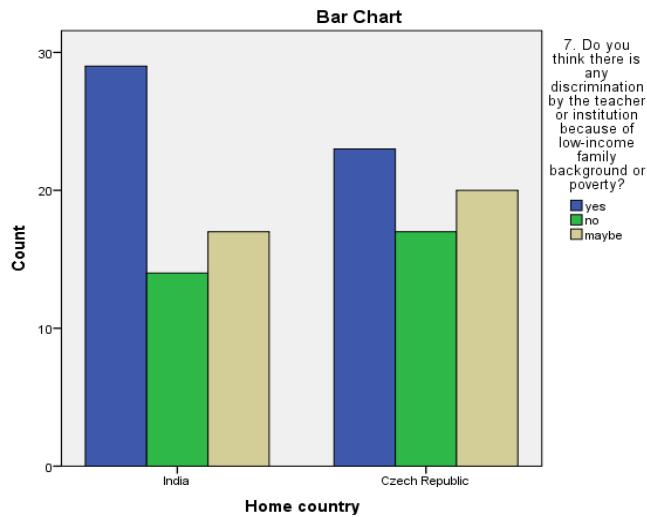


*Figure 22: Poverty's Influence on the Learning Abilities in Czech Republic and India.
Source: Prepared by researcher (bar chart count with number)*

4.5.7 Discrimination in School on the Basis of Poverty

Social exclusion is very common in every society of the world. Poverty and low economic status are one of the reasons for this social exclusion and discrimination. The candidates were asked if they felt that there was discrimination in the school on the basis of one's economic status. 48% participants from India and 38% from the Czech Republic mentioned that they felt that there was discrimination on the basis of poverty in the schools. So, majority of people in both the countries do believe that there is discrimination that happens on the basis of the socio-economic status. About 23% and 28% in India and the Czech Republic felt that they did not feel that there was discrimination on the basis of poor background in the school. 28% in India and 33% in the Czech Republic mentioned that they were unsure about their opinion about discrimination on the basis of poverty in the schools. One interesting thing to notice from this data is that a higher number of Czech Republic citizens compared to the Indians felt that there was no discrimination in the school on the basis of poverty. The rate of poverty is very low in the Czech Republic and the level of the education and literacy is very high compared to India. This goes on to say that the educated society believes in equality for all and hence the intensity of social exclusion is not much in this country. On the other hand, the Indian society is characterized by poverty since many years now and social exclusion is imbibed in the very culture of it. So, discrimination does

happen consciously or subconsciously and more often than not the poor students are victims of it. The graph in Figure 23 below shows the responses to this question from both the countries.



*Figure 23: Discrimination in School on the Basis of Poverty in Czech Republic and India.
Source: Prepared by researcher (bar chart count with number)*

4.5.8 Humiliation and Inferiority Complex Based on Poverty

The respondents from both the countries were asked about their belief on humiliation and the feeling of an inferiority complex based on poverty. Majority of the candidates from both the countries mentioned the answer in the affirmative with 58% Indians and 47% Czech Republic participants answering “yes”. 15% Indians and 30% from the Czech Republic mentioned that they did not feel that students faced humiliation and inferiority in school on the basis of their economic background. The number of Indians who mentioned that they were not sure if humiliation and inferiority complex was caused due to poverty was 27%. On the other hand, this number was 23% for the participants from the Czech Republic. The responses of each country’s participants are shown in the Figure 24.

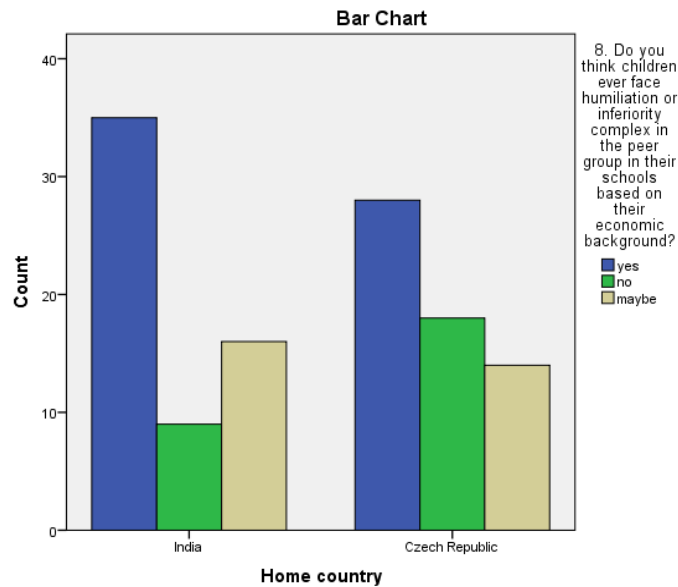


Figure 24: Humiliation and Inferiority Complex Based on Economic Background in Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.5.9 Depression and Anxiety Related to Poverty and the Feeling to Quit Education

The participants were asked if they ever felt that students feel depressed and anxious because of their poverty and often think of quitting education. 62% candidates from India responded positively, whereas this number was 52% in the Czech Republic. 13% participants from India and 15% from the Czech Republic mentioned that students did not feel depressed or low because of their poor background and felt like quitting their education. The number of people who were unsure about their answer was 25% in India and 33% in the Czech Republic. The Figure 25 below shows the responses from both the countries.

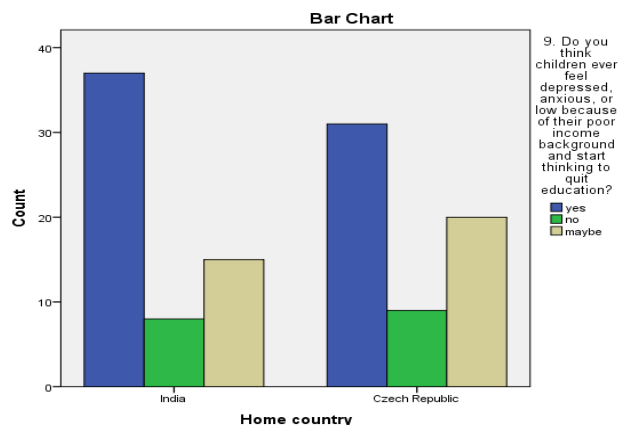
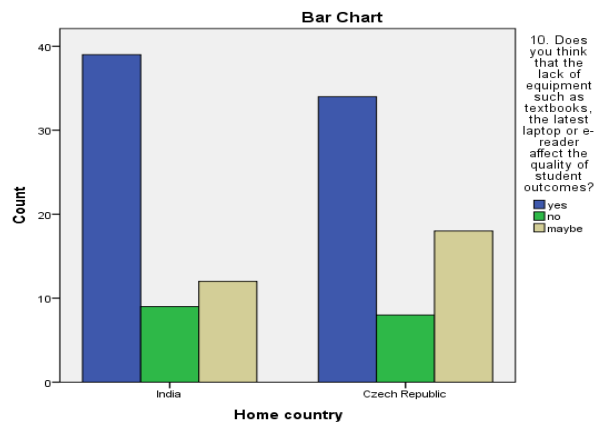


Figure 25: Depression and Anxiety Due to Poverty and the Feeling to Quit Education in Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.5.10 Lack of Educational Resources and Student's Outcomes

The survey participants from both the countries were asked if they felt that educational resources like textbooks, e-readers and laptops affect the quality of the student outcomes. 65% candidates from India and 57% from the Czech Republic responded that resources and their availability does affect the outcome of the students. 15% participants from India and 13% from the Czech Republic mentioned that the availability or the lack resources did not play any role towards the quality of the outcomes of the students. 20% people from India and 30% from the Czech Republic mentioned that they were not sure if the lack of the resources affected the outcome of the children and impacted their performance. The Figure 26 shows the responses of the candidates from both the countries graphically regarding the impact of the educational resources on the quality of the learning.



*Figure 26: Educational Resources and Quality of Outcomes in Czech Republic and India.
Source: Prepared by researcher (bar chart count with number)*

4.5.11 Government Intervention for Education to Low Income Families

The candidates from both the countries were asked the question whether they felt that the government has taken sufficient measures to provide education to the lower income group children. About 50% of the respondents from both the Czech Republic and India mentioned that they felt that the government has taken adequate measures to provide good education to the children from lower income groups. 25% from India and 3% from the Czech Republic mentioned that they were unsure what they felt about government's intervention towards education of the poor children. 18% from India and 17% from the Czech Republic mentioned that they felt that the government has not taken good enough steps for the

education of the children from poor backgrounds. The graph below in Figure 27 depicts the statistics.

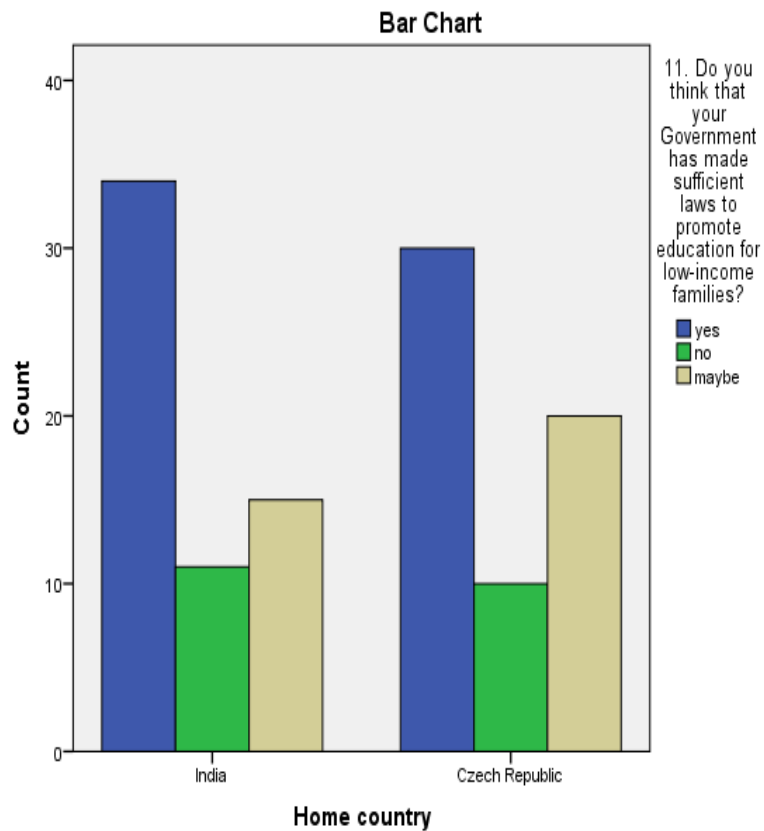


Figure 27: Government Intervention towards Education of Low-Income Families in Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.5.12 Quality of School Teaching

The survey participants were asked if they felt that the quality of the lectures and the teaching that happens in school was good enough for proper understanding as the lower income group children could not afford outside and extra coaching. It was assumed that the researcher was referring to the primary and secondary school level teaching. 47% candidates from India and 42% from the Czech Republic said that the coaching within the school was good enough and there was no need for outside education. 30% from India and 18% from the Czech Republic mentioned that the quality of the in-school teaching was not good enough and the students would need outside coaching for extra studies for proper understanding. 23% from India and 40% candidates from the Czech Republic mentioned their answer as “maybe” as they were not sure and could not judge if the education provided in the school was good for proper understanding or not. The choices of both the countries is presented in the graph below in Figure 28.

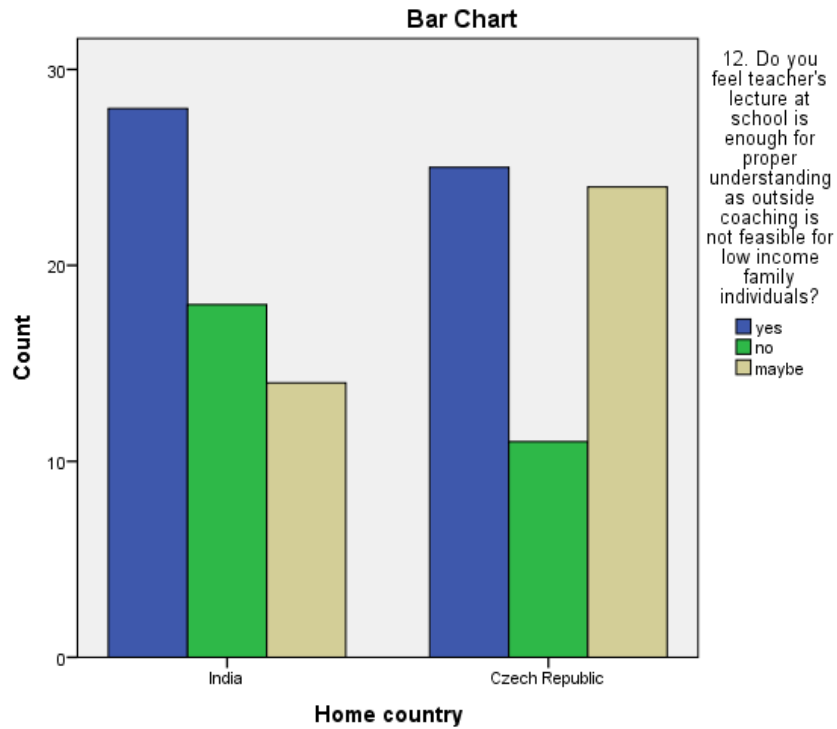


Figure 28: Quality of Teaching in School in the Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.5.13 School Breakfast or Lunch and Enrolment in School

The survey participants in India and the Czech Republic were asked that if the schools started providing breakfast and lunch in school, the enrolment rates will be higher in the schools from the poor households. 67% candidates from India and 58% from the Czech Republic mentioned that they felt that the enrolments would increase if schools continued providing breakfast and lunch free of cost. 17% and 28% in India and the Czech Republic were unsure about what they felt. 17% from India and 13% from the Czech Republic felt that even if the schools provided free lunch and breakfast the enrolment rates from the lower income backgrounds would not increase in the schools. A high percentage of the participants from both the countries responded affirmatively that the free breakfast and the lunch can be a good bait to send the children to school. In the Czech Republic, however it is obligatory to send children to school to keep on receiving the social payments from the government. Free lunch programs are already in place in the Czech Republic for primary schools. However, if it is provided for the secondary and the higher secondary classes, it can be a great relief to some families. Poor families as it is struggled to make ends meet. If a meal for one time is provided to the children at school, it is a great relief on the financial burden of the parents. This means that the provision of food at school kills three birds with one stone, it relieves

the children of hunger, eases the burden on parents and educates the children as well. This is the mainly developing countries have to learn from developed countries the graphical depiction of the data is presented below in Figure 29.

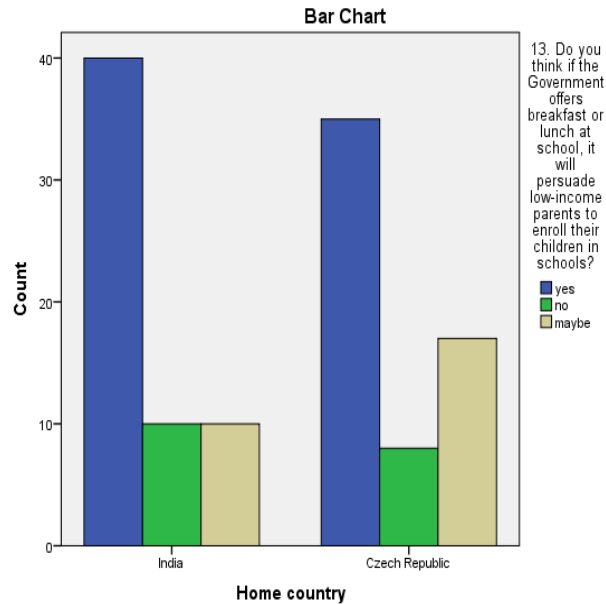


Figure 29: Provision of Breakfast and Lunch and Enrolment Rates in Schools in Czech Republic and India. Source: Prepared by researcher. (bar chart count with number)

4.5.14 Financial Position of the School and Quality of Education

The participants of both the countries were asked if they believed that it was necessary to get educated from a famous and expensive school to get quality education. 35% participants from India and 23% from the Czech Republic were of the opinion that it was necessary to study in a famous and expensive school to get a good quality of education. On the other hand, there was a majority of the candidates who believed that it was not necessary to get enrolled in a famous and expensive institution to get quality education. This figure was 50% for India and 47% for the Czech Republic. 15% in India and 30% in the Czech Republic mentioned that they were not sure if studying in a private school which charges money meant good quality education. Private schools however are very less common in the Czech Republic and the majority of the people rely on the public-school system. The graph of the responses of both the countries is presented below in Figure 30

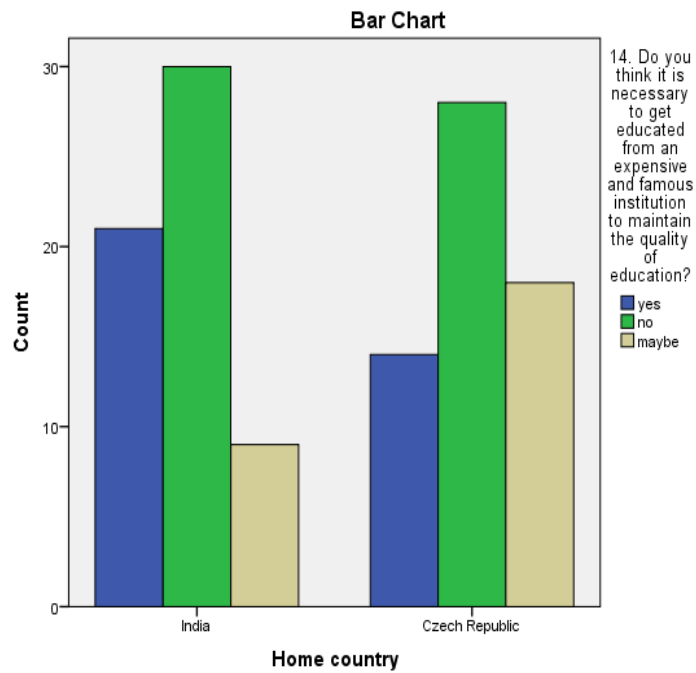


Figure 30: Financial Position of the School and Quality of Education in the Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.5.15 Importance of Education

Respondents from both the Czech Republic and India were asked if they thought that education was as necessary as other necessities of life. 63% people from India and 68% from the Czech Republic mentioned that they thought that education was very important. 13% from India and 5% from the Czech Republic stated that they believed that education was not as necessary as the other necessities of life. 23% from India and 27% from the Czech Republic mentioned that they were unsure of their belief towards education being an important necessity of life. It is noteworthy that in the Czech Republic a very small part of the sample said that they did not believe in the importance of education as the other necessities of life. This can be attributed to the fact that Czech Republic is a highly educated nation with a very low rate of poverty where everyone understands the necessity and importance of education. The graphical representation of this data is shown below in Figure 31.

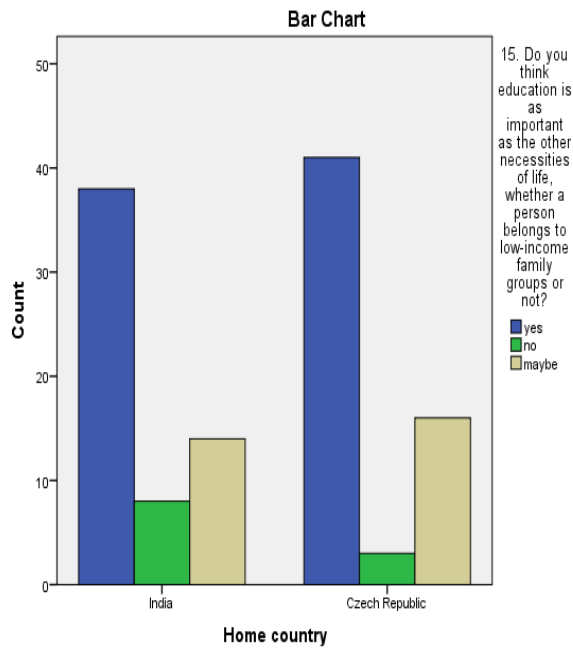


Figure 31: Importance of Education as a Necessity of Life in the Czech Republic and India. Source: Prepared by researcher (bar chart count with number)

4.6. Explanation from the Survey Results

This thesis “Effects of Poverty on Education in Czech Republic and India” was written with a purpose to show the effect of poverty on education in a developed nation like the Czech Republic and a developing nation like India. Since both of these countries are at different levels of economic and infrastructural developments, the outlook of both the societies may vary with respect to the belief of the people with respect to poverty’s impact on education in their countries. India is characterized by a high standard of poverty and a high rate of uneducated people compared to the Czech Republic which has a lower rate of poverty and a higher rate of education. The primary data which was collected from the survey in the Czech Republic and India revealed some interesting results. Some of the points worth mentioning are as follows:

1. Out of a sample of 120 participants from both the countries, 67% of the respondents mentioned that parents from poor backgrounds understand the importance of education of their children. People in both developing nations as well as developed nations understand that education is a very important factor to uplift life.
2. Czech Republic is a developed nation where good quality education is provided to the individuals free of cost by the governments. However, many of the respondents feel that poverty is not the main reason behind school dropouts. There can be other reasons as

well. A greater number of Czech Republic citizens compared to Indians mentioned that they were unsure if poverty was a factor which contributed to the increasing number of school dropouts.

3. Over 63% of the candidates from both the countries felt that poverty has an impact on the academic performance of the students. The academic performance of the candidates is affected due to the stressful environment at home which is a hindrance to studies.
4. 39% of the candidates were of the opinion that poor background parents do not have time to check on their children as well as help in the assignment of the children. More number of Indians compared to the people from the Czech Republic mentioned that poor parents do not have time to check on their children and help them in their assignments. This data throws light on the fact that since there is a higher rate of poverty in India compared to the Czech Republic, most of the Indians work long hours to make ends meet which does not leave them with time to check on their children. The illiteracy rate is also high in India which means that even if the parents wanted to help their children in their school activities, they were unable to do so since their education level was next to nil or very minimal. Given the low rate of poverty in the Czech Republic and a very well-established education system, it is difficult to judge if the parents from the poor backgrounds had the time to check on their children and help them in their assignments.
5. Proximity to the school is an important factor which affects the rate of attendance in the school. 50% of the candidates from the sample were of the opinion that proximity to the school has a direct relationship to the level of attendance in the school. It can be inferred from the data that location of the school plays an important role in the attendance of the school. In developing countries like India, this matters a lot as transport costs cannot be affordable to many parents even if the education is free if they do not reside in close proximity to the school. If the distance is too much which cannot be walkable, the attendance rates will definitely be impacted. Also, there are other factors related to poverty which are malnutrition and ill health which can be impediments to the students as they might get tired if they have to walk and go to school. On the other hand, in the Czech Republic since the poverty level is not much, many of the candidates responded that they did not feel that proximity was a major factor which affected the attendance of the candidates.
6. There are various factors related to malnutrition and development disabilities which can be linked back to poverty which cause disruptions in learning capabilities of the

children. Hunger which is a byproduct of poverty causes low attention spans and poor cognitive skills. 48% of the candidates from both the countries were of the opinion that poverty is a reason behind poor learning capabilities of the students. 21% of the candidates mentioned that poverty did not have an impact on the learning capabilities of the children.

7. 43% of the candidates from both the countries felt that poverty causes discrimination in the school towards children. One interesting thing to notice from this data is that a higher number of Czech Republic citizens compared to the Indians felt that there was no discrimination in the school on the basis of poverty. The rate of poverty is very low in the Czech Republic and the level of the education and literacy is very high compared to India. This goes on to say that the educated society believes in equality for all and hence the intensity of social exclusion is not much in this country. On the other hand, the Indian society is characterized by poverty since many years now and social exclusion is imbibed in the very culture of it. So, discrimination does happen consciously or subconsciously and more often than not the poor students are victims of it.
8. Living in poverty is extremely stressful. It causes various emotions within an individual when he or she compares himself to the rest of the society. We live in a world which measures success in terms of economic stability. Around 53% of the respondents mentioned that they felt that poverty caused humiliation and a feeling of inferiority within the peer group in school. Around 23% of the respondents were of the opinion that poverty did not cause humiliation and inferiority complex among the children within their peer group.
9. Poverty has many side effects on the emotions of an individual. It causes depression and anxiety among the individuals who are victims of it. Sometimes these feelings are so strong that they compel an individual to leave his or her education. 57% of the entire sample believed that poverty caused depression and the feeling of quitting education among individuals. Only 14% of the sample did not believe that poverty caused anxiety among the people and propelled them to leave their education.
10. School going children are provided with many resources such as textbooks, laptops, e-readers and other education materials which help them in better performance. The poor are deprived of these resources. Due to the paucity of these resources there is an effect on their performance. 61% of the respondents mentioned that lack of good educational resources among the poor children affect the quality of the student outcomes. 14% of

the sample believed that the non-availability of resources to poor children does not affect their outcomes.

11. Poverty is a vicious circle which goes on till generations if there is no external intervention. The governments of all the countries tries to provide good education to the children free of cost. 53% of the candidates from both the countries mentioned that their respective governments have sufficient laws to promote education in low income families. 18% of the candidates mentioned that they did not think that their government had enough laws for the promotion of education in the economically weaker sections of the society.
12. In the world of today, a lot of students take the aid of outside coaching to help them understand the concepts which are taught in school. These after school programs help them in better learning outcomes. The poor children reply only on the education provided in the four walls of the classroom as outside coaching is out of their reach. A question was asked to the survey participants about the quality of the tuition provided in school and whether it was adequate for proper understanding since the poor children did not have dependence on the external sources of teaching. 44% responded that the school lectures were of good quality whereas 24% responded that they were not of good quality.
13. 63% of the sample was of the opinion that if the schools provided breakfast and lunch to the students more and more parents from poor backgrounds will enroll their children in the school. Poor families as it is struggled to make ends meet. If a meal for one time is provided to the children at school, it is a great relief on the financial burden of the parents. This means that the provision of food at school kills three birds with one stone, it relieves the children of hunger, eases the burden on parents and educates the children as well. Only 15% of the respondents were of the opinion that provision of breakfast and lunch in the school did not have an impact on the rate of enrolment in the school.
14. Out of the 120 people who were surveyed, 48% believed that it was not necessary to study in a famous and an expensive school to get a good quality of education. 29% believed that it was necessary to study in a costly school to get netter education.
15. 66% of the candidates felt that education is as important as the other necessities of life like food, shelter and clothing. It is noteworthy that in the Czech Republic a very small part of the sample about 9% said that they did not believe in the importance of education as the other necessities of life. This can be attributed to the fact that Czech Republic is

a highly educated nation with a very low rate of poverty where everyone understands the necessity and importance of education.

16. The overall general inferences throw light to the fact that about 26% of the overall sample surveyed was not sure of their opinion regarding the effect of poverty on education. In India the most number of people were unsure about the effect on the rate of attendance on the basis of the proximity to school. In the Czech Republic the highest number of the citizens were unsure about the quality of the school's teachings and the frugality of outside coaching.

5. Results and Discussion

There was a serval hypothesis which were formulated in the form of questions which are mentioned already in the Chapter 2 of this thesis. There are total 15 questions and scoring of each question answer was done as follows as shown in Table 11.

Answer Option	Score	Total Possible Score	Score Range	Significance
Yes	1	1*15 = 15	15-25	Poverty has a high impact on education on many parameters
No	2	2*15 = 30	26-35	Poverty does not have an impact on education on most of the parameters
Maybe	3	3*15 = 45	36-45	Respondents are unsure about their opinion with regards to the effects of poverty on education

Table 11: Hypothesis Analysis Scoring Significance. Source: Prepared by researcher

It can be inferred from the above table that the scores between 15 to 25 mean that the respondents have a high belief that poverty has a very big impact on education on various parameters stated in the questions. On the other hand, a score between 26 to 35 depicts that these respondents do not believe that poverty has an impact on the education of the people on many of the parameters. A score range of 36 to 45 means that these survey participants were unsure about their opinion on poverty's impact on education on many of the parameters. Below is the depiction of the score of the individuals who answered yes, no or maybe to all the 15 questions in Table 12

Score	# of Participants from India	Cumulative Totals	# of Participants from Czech Republic	Cumulative Totals
15.00	4	4	2	2
16.00	2	6	0	2
17.00	5	11	2	4
18.00	3	14	1	5

19.00	1	15	3	8
20.00	4	19	1	9
21.00	3	22	2	11
22.00	3	25	3	14
23.00	2	27	6	20
24.00	4	21	2	22
25.00	2	33	4	26
26.00	7	7	4	4
27.00	5	12	10	14
28.00	2	14	2	16
29.00	3	17	3	19
30.00	1	18	3	22
31.00	1	19	1	23
32.00	1	20	0	23
33.00	1	21	2	25
35.00	0	21	2	27
36.00	1	1	0	0
37.00	0	1	1	1
38.00	1	2	0	1
40.00	1	3	0	1
42.00	1	4	0	1
43.00	1	5	0	1
44.00	0	5	1	2
45.00	1	6	5	7
Total	60	60	60	60

Table 12: Scores of the Number of Respondents from Czech Republic and India. Source: Prepared by researcher

As can be viewed from the Table 12, the number of Indians whose score lied between 15 to 25 was 33(55%) and this figure was 26(43%) for the Czech Republic citizens. The candidates whose scores were between 26 to 35 were 21(35%) for India and 27(45%) for the Czech Republic. This means that out of a sample size of 60 for each country, these number of people felt that poverty did not have an effect on the education of the individuals. Lastly, the number of people who were uncertain about their answers to the questions related to the effect of poverty on education in India were 6(10%) and in the Czech Republic were 7(12%). These numbers suggest us that the majority of the people of India and the Czech Republic believe that poverty has multifold effects of the education of the candidates. All the hypothesis that were developed have been proven true as the majority of the responses to each of the questions were yes.

Questions	India			Czech Republic			Total					
	Number of Respondents											
	Yes	No	Maybe	Yes	No	Maybe	Yes	%	No	%	Maybe	%
Poor Background Family's Awareness About Importance of Education of Children	41	6	13	39	10	11	80	66.67	16	13.33	24	20.00
Poverty as a Contributor towards Increasing Number of School Dropouts	43	8	9	29	12	19	72	60.00	20	16.67	28	23.33
Poverty's Impact on Academic Performance of Students	41	9	10	35	9	16	76	63.33	18	15.00	26	21.67
Poor Background Parents and Availability of Time to Check on Children and Help in Assignments	27	26	7	20	18	22	47	39.17	44	36.67	29	24.17
Proximity to School and Rate of Attendance	31	11	18	29	13	18	60	50.00	24	20.00	36	30.00
Poverty's Effect on Learning Abilities	31	12	17	27	13	20	58	48.33	25	20.83	37	30.83
Discrimination of Low Income Family Children in School	29	14	17	23	17	20	52	43.33	31	25.83	37	30.83
Humiliation and Inferiority Complex Due to Poverty	35	9	16	28	18	14	63	52.50	27	22.50	30	25.00
Depression and Anxiety Due to Poverty and the Feeling of Quitting School	37	8	15	31	9	20	68	56.67	17	14.17	35	29.17
Educational Resources and Quality of Student Outcomes	39	9	12	34	8	18	73	60.83	17	14.17	30	25.00
Government Intervention to Promote Education to Low Income Families	34	11	15	30	10	20	64	53.33	21	17.50	35	29.17
School Lectures are Good for Proper Understanding and There is no Need for Outside Coaching	28	18	14	25	11	24	53	44.17	29	24.17	38	31.67
Provision of Breakfast and Lunch Increases School Enrolment	40	10	10	35	8	17	75	62.50	18	15.00	27	22.50
Expensive School is Necessary for Quality Education	21	30	9	14	28	18	35	29.17	58	48.33	27	22.50
Education is as Important as Other Necessities of Life	38	8	14	41	3	16	79	65.83	11	9.17	30	25.00

*Table 13: Comparison of Responses for Every Question from Czech Republic and India.
Source: Prepared by researcher*

The Table 13 above depicts the responses from all the survey participants across both the nations. A quick analysis of the data shows that most of the answers to all the questions were yes where the belief of the people was that poverty affected the education along many parameters. It can be noted that many responses were in the “Maybe” category as well where the respondents from both the countries were not sure about their opinions related to poverty’s impact on the education of the children. The reason why these responses are high can be because of the fact that the survey participants have not had any encounters in life with poor people and their lifestyles from a deep angle. They do not know how poverty

might affect the education of the people. There is a very little percentage of the total sample which denied the impact of poverty on the education of the people.

5.1 Interpretations

The effect of poverty on education is undeniable. The researcher feels that the results of the data and the analysis thereof coincides with his views about poverty's impact on education of a person. Poverty brings about many day to day struggles which hamper an individual's motivation and the ability to learn. The first and the foremost is hunger which adversely affects the education of the students. The brain's capacity to grasp information, retain that information and use it appropriately in daily life situations is greatly impacted by the quality and the quantity of food intake of an individual. If the body is in need of energy, survival becomes the first instinct and everything else is secondary. The cognitive capacities are affected which brings about developmental issues and its effects are reverberated in the academic performance of the pupils. In this materialistic world, the socio-economic status of a person is given so much importance that social exclusion in the form of discrimination is often taken for granted. This discrimination affects the personality and dignity of a student to such an extent that the quality of academic output deteriorates. There is mental trauma, depression and anxiety which also takes a toll on the health. Health issues in poverty are very common and play a major role in the impact it has on the academic achievement of the individual. Apart from this the researcher is also of the opinion that the availability of the educational resources is a big enhancer to the academic performance of the students. Poor have this is scarcity and this impacts their results. The researcher acknowledges the fact that the developing countries are doing a lot to educate the people of their country and gradually overcome the poverty with a lot of interventions. At the end the researcher would like to mention that poverty affects education in ways more than one, but he also recognizes that it is education and only education which can help eradicate poverty.

5.2 Recommendations

Poverty has multifold impacts on the education of the children. However, learning and education is also seen as the savior which can lift up major populations out of poverty. Individually, education is the benchmark between a life below and a life above the poverty line. On a societal level, education can alleviate families out of hunger, ill health and social exclusion. Government intervention is necessary to eradicate poverty as well as give access to quality education to low income groups in all the countries. Some of the recommendations which can be used in India and the Czech Republic are as follows:

1. Education is provided to the children free of cost, however there are other paraphernalia which need to be paid for which include school textbooks, uniforms, stationary and the like. If the government or charity organizations can provide these resources to the students, the burden on the parents will be decreased and the outcomes of the students will also be positive.
2. Incentives can be provided to better qualified teachers to teach in schools which are in the low-income groups. The skills and knowledge of these teachers can be transferred to the students who can get better quality of education.
3. It is very important to provide financial assistance, infrastructure, civic amenities, instructional strategies, physical instruction, creative activities as well as proper learning methods to motivate the low-income group children to learn.
4. Developing country can build schools in the poverty-stricken areas is one solution which can increase the enrolment rates as many of the parents cannot afford the transport costs. If schools cannot be built in these communities, the intervening organizations can make adequate arrangements for the transportations of the students.

Education can be seen as a great equalizer, which can help families come out of the tangles of ongoing poverty and can help individuals live a life of dignity. It also raises the level of the country's economy. Poverty does have impacts on education, but with more quality education these impacts can be reduced to a great extent.

6. Conclusion

Poverty is the main barrier to the development of any country and its education system because without a good education system any country can't grow. It is concluded that both of the selected countries perceive poverty's effect on education of individuals. People believe that parents from poor backgrounds have an awareness of the importance of their children's education. Poverty has many fold effects which are manifested as hindrances to the education of the children. It contributes to the increasing number of school dropouts and has an impact on the academic performance of students. Proximity to the school from the house is another important factor which affects the rate of the attendance of school from poor background students. Poverty has a bad impact on the learning abilities as well as the emotional stability of students. Discrimination is a factor which is faced by most of the students due to their poor family background and they sometimes think to start quitting their educational career due to depression and anxiety. Modern gadgets can enhance the quality of education and it is as important as the other necessities of life. Government should offer breakfast or lunch at school to persuade low-income parents to enroll their children in schools and laws made by government to promote education are working well. Teacher's lectures are well prepared so there is no need for coaching classes. It is not necessary to get education from famous institution; other institutes are also best in quality of education. As much as poverty impacts education, education also impacts poverty. Education and poverty are talked about together often as education is seen as a route to lead families out of poverty. The impact of poverty on education can be reduced by external interventions which can improve the quality of the education.

The results shows differences in perception of influence of poverty on education between Czech and Indian people. The biggest different is how the Czech and Indian citizens perceive the influence of poverty on drop-out rate. When in case of Indian people, the situation is more intensive than in case of Czech ones. Another very different perception is about expensive school. While Czech people do not consider it as so much important as India do.

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Appendix 1

Assumptions While Filling Up the Survey

Certain assumptions have been made while drafting this questionnaire. They are as under:

1. Poverty means different things to different people. In India the scenario is very different from the Czech Republic. Ideally in the Czech Republic there are no people under the international poverty line. However many families are at risk of poverty. These are the people who are considered poor in the Czech Republic. On the other hand, there is a segment of people in India who struggle to make ends meet and hardly have two meals a day. Some of the questions in this questionnaire are formulated keeping the developing country India in mind since the effect of poverty on education in this country is more intense than in the Czech Republic.
2. School means primary and secondary school for both the countries.
3. Lunch is provided free of cost in the primary sections but in the higher secondary it might be chargeable. The question related to lunch has been targeted to be understood as free lunch provision in India for primary classes which is very important to increase enrolment where families struggle to survive every day. In the Czech Republic it can be regarded as the provision of free lunch for secondary and higher secondary grades which even though been subsidized cannot be afforded by parents who are at risk of poverty.
4. Private education is not very common in the Czech Republic as majority of the citizens rely on the public schools for education which is compulsory. Private schools are considered expensive compared to public schools which are free

Appendix 2 Questionnaire

Here I put my all question which I use on my survey there are total 15 question which you can see here.

Effect of Poverty on Education of People in India & Czech Republic

Hi! I am a student pursuing my Masters in Business Administration conducting a survey to study the influence of poverty on the education of people in India. I will be grateful to you if you can take out five to ten minutes of your time to fill out this small questionnaire. Your responses will remain confidential and they will help me analyse the impact of poverty on the education of the people in India and Czech Republic.

*** Required**

Demographic Profile

1. Please select your country of residence *

Mark only one oval.

- India
 Czech Republic

2. Please select your gender *

Check all that apply.

- Female
 Male

Other: _____

3. Please select your age *

Check all that apply.

- 18-35 Years
 36-50 Years
 51-65 Years
 66-Above Years

4. Please select your educational qualification *

Check all that apply.

- Secondary (Class 10)
- Higher Secondary (Class 12)
- Graduate (Bachelors)
- Post Graduate (Masters)
- Others

5. Please select your occupation *

Check all that apply.

- Student
- Salaried
- Self Employed
- Business Owner
- Home Maker
- Retired

Perceptions

Please read all the items carefully and choose the best suited option for your response.

6. 1. Do you think parents from poor backgrounds have an awareness of the importance of their children's education? *

Check all that apply.

- Yes
- No
- May Be

7. 2. Do you think poverty contributes to the increasing number of school dropouts? *

Check all that apply.

- Yes
 No
 Maybe

8. 3. Do you think poverty has an impact on the academic performance of students? *

Check all that apply.

- Yes
 No
 May Be

9. 4. Do you think parents from poor home backgrounds have the time to check on their children or help them with their assignments? *

Check all that apply.

- Yes
 No
 Maybe

10. 5. Do you think proximity to the school from the house plays a role in the attendance of school? *

Check all that apply.

- Yes
 No
 Maybe

11. 6. Do you think poverty influence's an individual's learning abilities? *

Check all that apply.

- Yes
 No
 Maybe

12. 7. Do you think there is any discrimination by the teacher or institution because of low-income family background or poverty? *

Check all that apply.

- Yes
 No
 Maybe

13. 8. Do you think children ever face humiliation or inferiority complex in the peer group in their schools based on their economic background? *

Check all that apply.

- Yes
 No
 Maybe

14. 9. Do you think children ever feel depressed, anxious, or low because of their poor income background and start thinking to quit education? *

Check all that apply.

- Yes
 No
 Maybe

15. 10. Does you think that the lack of equipment such as textbooks, the latest laptop or e-reader affect the quality of student outcomes?

Check all that apply.

- Yes
 No
 Maybe

16. 11. Do you think that your Government has made sufficient laws to promote education for low-income families? *

Check all that apply.

- Yes
 No
 Maybe

17. 12. Do you feel teacher's lecture at school is enough for proper understanding as outside coaching is not feasible for low income family individuals? *

Check all that apply.

- Yes
 No
 Maybe

18. 13. Do you think if the Government offers breakfast or lunch at school, it will persuade low-income parents to enroll their children in schools? *

Check all that apply.

- Yes
 No
 Maybe

19. 14. Do you think it is necessary to get educated from an expensive and famous institution to maintain the quality of education? *

Check all that apply.

- Yes
- No
- Maybe

20. 15. Do you think education is as important as the other necessities of life. whether a person belongs to low-income family groups or not? *

Check all that apply.

- Yes
- No
- Maybe

Thank you very much for your time. I greatly appreciate it.

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