
**CONTEXTUALISING POVERTY IN ZIMBABWE: A BIRD'S EYE-VIEW
OF SOME ZIMBABWEAN UNIVERSITIES**

Viola Ingwani and Cynthia Dzimiri.

,GREAT ZIMBABWE UNIVERSITY

ABSTRACT

The study illuminated poverty, one of the seventeen Sustainable Development Goals, in three Zimbabwean universities, namely Great Zimbabwe (GZU), Midlands State(MSU) and the University of Zimbabwe (UZ). The main aspect featured was poverty and its effect on attaining an education. A sample of twelve respondents randomly sampled included three lecturers, three female students, three males and three hostel wardens .The qualitative method was employed and interviews, and open ended questionnaires were used. Findings of effects of poverty on university students' education included lack of university grants. Funds provided by the government cadetship scholarship scheme assisted very few needy students. Securing cadetship was a daunting task, with some university officials being uncooperative and verbally abusive to underprivileged students. University accommodation was a challenge since full fees was required upfront before securing it. Alternative off-campus accommodation was often in crowded, substandard, uncondusive environments and facilities such as study desks and chairs were often missing .Often students slept on uncomfortable mattresses, mats or pieces of hard cardboard. The unfortunate students were subjected to verbal abuse by landlords/landladies. Water cuts lasting long periods were experienced, resulting in loss of hygiene. Desperate students resorted to fetching water from unprotected wells. Power cuts resulted in use of firewood to prepare meals. The result was loss of vital study time. Most off-campus accommodation lacked internet facilities critical for research. Laptops were unaffordable to students from impoverished backgrounds. Computer literacy skills were lacking. Transport money was unavailable to and from lecture venues. Despite providing buses to shuttle students to learning centres, transport was inadequate for the ballooning student numbers. Underprivileged students lacked finances to type and print assignments. The study suggested the reintroduction of study grants to cushion disadvantaged university students.

INTRODUCTION:

Unlike those African countries that have had free higher education (Mamdani, 2007,Nyagoti-Chacha,2007,World Bank,2010),in Zimbabwe, university education is not free. There exists a cost sharing policy in financing higher education in Zimbabwe.(Chihombori,2013).Cost share occurs when a portion of an award(in this case, tuition fees)are not paid by the sponsor ,but paid instead using resources within a department, school, college or other party(<https://finance.....cost-share>).In the case of university fees in Zimbabwe ,the student ends up paying 100 percent of the fees. This makes life hard for needy students to get the required finances for tuition, accommodation, food and clothes.

PROBLEM STATEMENT:

The study aims at examining the presence of challenges(or lack thereof)affecting poor students studying at Zimbabwean State universities .Among these are lack of funds for basic needs such as clothing ,food ,accommodation, and finances for essential equipment such as laptops. Food insecurity has been linked with a risk for lower academic performance, (Feeding America,2017).In the same vein, Goldrick-Rab ,Richardson and Hernandez,(2017,) cite lack of accommodation as negatively affecting university students' academic achievement .Lack of government funding and grants for students seems to influence psychological well -being and self- esteem. In addition, it somewhat hinders attainment of education ,ultimately impacting teaching and learning.

EARLY STUDY GAP

Studies have been carried out on Zimbabwean universities before. To this end, Maganga and Utete (2015) succinctly evaluate the corporate governance performance of Zimbabwean state universities. Mupani (2015 analyses,(from a human resource perspective),flexible resourcing challenges of Zimbabwean state universities. There is scarcity of literature on impact of poverty on Zimbabwean university students,, hence the need for this study.

The rise of suicidal cases in Zimbabwean state universities is assessed by Pembere (2015) who attributes the suicides to financial distress and relationship issues, among other scenarios.

The study perceives a yawning gap left by these and other scholars and studies how poverty impacts the poor student in Zimbabwean universities. Issues such lack of finances for food, accommodation, basic school needs, fashionable clothes and lack of entertainment are cited.

BACKGROUND

The discussion focuses on the impact of poverty on education in some Zimbabwean universities. To be analysed are 3 Zimbabwean universities namely, Great Zimbabwe University (, GZU), Midlands State University (MSU), The University of Zimbabwe (UZ). Poverty is one of the 17 Sustainable Development Goals, and is on goal number one which states in part that communities should;"end poverty in all its forms",(<https://sustainable.....menu=1300>)

In the year 2010,the Zimbabwean government made a move to restore higher education grants after they had been scrapped about a decade ago due to Zimbabwe's political and economic crisis. This was after the government had seen a great need to subsidise students' funding in tertiary institutions in order to boost academic performance. However, in January, 2011 the Higher Education Minister Stan Mudenge announced the suspension of student grants, categorically stating that the government had no money and that the funds for the scheme were inadequate.(www.universityworld.....)

Attaining a university education in Zimbabwe entails paying tuition fees, sourcing own accommodation, buying food and meeting every other school need. These costs are quite

substantial and many students from impoverished backgrounds have difficulty in meeting these costs. The study examines the impact of poverty on attaining a university education and the challenges of students who are underprivileged.

DEFINITION OF KEY TERMS

The term poverty in the present study refers to lacking money and or material possessions. Synonyms for poverty include being needy, indigent, disadvantaged, deprived, poverty stricken, impoverished, and destitute.

MAJOR RESEARCH QUESTION

To what extent does poverty impact the education of University students in Zimbabwe?

LITERATURE REVIEW

The World Bank has a slogan against poverty, “Our dream is a world free of poverty” (<https://www.poverties.....>)

The United Nations had its own programme aimed at reducing by half, between 1990 and 2015, the proportion of people whose income is less than \$1 a day: as the Millennium Development Goals state (Clark and Hulme, 2009). In September 2015, the UN put in place the Sustainable Development Goals to end poverty, protect the planet and ensure prosperity for all. Each goal has specific targets to be achieved over the next fifteen years ([www.un.org>sustainable.....](http://www.un.org/sustainable.....)).

University students worldwide are also impacted by poverty and prevailing socio - economic conditions and Zimbabwe is no exception. The following section reviews scholarship related to the subject.

Socio- Economic Status (SES) and education

Connections between SES and educational outcomes exist according to research Amato,(1987),Williams et al(1991), Mukherjee (1995) and Ainley, et al (1995).This aspect in Zimbabwean university education will be observed.

OECD(2010a) and Bjarvund and Sylvannes (2011) state that students’ socio-economic background has a strong impact on their performance. They cite a negative impact of poverty on academic performance. Research indicates that children from low SES communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier and Mczuga,2009.)For example, SES in childhood is related to poor cognitive development, memory ,language and socioemotional processing. Low SES and exposure to adversity are linked to decreased educational success,(Miller, Chen and Parker,2011)

. Inappropriate design and practices of education systems allow educational inequities and school failure (Hanushek and Woessmann, 2010)

Suleman and Mehmed (2012) found that children with strong socio-economic status show better academic performance in comparison to those with poor economic status. Similarly, Saifi (2011) concluded that parental education and education facilities at home affect student achievement.

According to Ogunshola and Adewale, (2012), parental socio-economic status impacts students' academic achievement. Echoing the same sentiments, Currie and Goodman (2011) believe that the strongest predictor of student academic achievement is socio-economic status of parents. Perception of family economic stress and personal financial constraints affects emotional depression/ in students and their educational outcomes, (De Carlo Santiago, Wadsworth and Stump, 2011.)

The background of students and family exerts a significant influence on their academic performance (Heckman, 2011). The study will analyze the impact of socio-economic background on Zimbabwean university students' attainment of education.

According to Ladd (2012), policy initiatives in the U.S. do not directly address the educational challenges experienced by disadvantaged students. Students from poor and disadvantaged backgrounds need to be equipped with the necessary skills, addressing their learning needs and improving the information and the opportunities they receive, (Cummings et al 2013).

Food sufficiency and education

Food insufficiency was associated with significantly poorer cognitive functioning; decreased school attendance on diminished academic achievement (msue.anr.edu/news/hungry-children). The study will discuss the influence of food sufficiency/ insufficiency on academic performance of university students in Zimbabwe.

Studies in the United States of America concur that often, when college students have limited resources, they skip meals to make ends meet (Crutchfield, 2016, Freudenberg et al 2011, Broton and Eisenberg, 2015, Martinezz, Mynard and Rithcie, 2016). Food insecurity has been linked with risk for academic performance (Feeding America, 2017). Further, food insecurity negatively impacts energy levels and concentration and may make it more challenging to achieve academic success, (Richardson and Hernandez, 2017). On the flip side, Patton Lopez et al ((2014) found out that good academic performance was linked to higher food security among university students.

Hunger-related toxic stress can negatively affect brain development, learning, information processing and academic achievement in children (Weinreb, Wehler et al., 2002). Research shows that families' lack of sufficient food, irrespective of their income, is associated with depressive disorders and suicides (Alaimo, Olson, Frongillo and Briefel, 2001). Food insecure children may perform worse in academic achievement tests and learn less effectively. (Taras, 2001)

Student accommodation:

As tertiary education enrolments increase globally, provision of student accommodation has become a glaring predicament in universities and other institutions of higher learning (Centre for Global Education, 2002, Sharma, 2012) Governments in most developing countries have been the main providers of student accommodation at tertiary institutions. However, due to ballooning numbers, governments in developing countries have been unable to meet this demand and students have to meet this need. (Sharma, 2012). Zimbabwe is no exception and students in state universities have to pay for their own accommodation, and this is not easy for students from poor backgrounds. Homelessness and housing security among college students may make it more challenging to achieve academic success (Ma and Baum, 2015) On the flip side, availability of accommodation for students enables students of diverse backgrounds to pursue an education (Kolawole and Boluwatife, 2016). Nimako and Bondinuba (2013) identified accommodation as an important factor enabling students to make the most of their university educational opportunity. Comfortable student accommodation influences students' retention rates and enhances student satisfaction with their international experience (<https://www-----student-accommodation---->.) Other benefits of student accommodation include comfortable rooms, time to study without the hassle of travelling to and from campus for lectures and opportunities to mix with other students on campus. (www-----campus-life)

Fashion and self-esteem in young people

Fashion enables people to express their views about themselves and their identities through use of clothing (Shete, 2012). The way college students choose clothes, represents their different personalities and identities. Modern society has set a high competitive standard for what is considered beautiful, (Seewan Benjarongkij 2014). Effect of fashion trends on poverty-stricken university students' education will be analyzed.

According to Sadaat et al (2012), self-esteem had direct and positive relationship with the academic achievement of students (Muhammad et al, 2015). The impact of poverty on academic achievement will be assessed.

Student entertainment

Students who live off campus (commuter students) often miss out on experiences and opportunities that their on-campus peers have (Bolton, 2012). On-campus students have obvious academic advantages over commuter students such as being earlier for lectures and being close to the library. (De Jager, 2012)

DATA COLLECTION

The semi-structured interview was adopted in the study. Each participant replied to the same research questions and more information was obtained based on their responses. The rationale of the approach was to understand the respondents' point of view rather than make generalizations about behavior (Achary et al, 2015). Further, information on the subject was available on the internet and from library sources.

POPULATION AND SAMPLING

The population consisted teaching and support staff from Great Zimbabwe University, Midlands State University and the University of Zimbabwe. A sample of twelve respondents randomly selected from each university included three lecturers, three female students, three males and three hostel wardens.

FINDINGS AND DISCUSSION

Perception of poverty at universities in Zimbabwe

Common expressions in use by Zimbabweans for the state of the deprived students at university include expressions such as the following: *zvapakressa*, (meaning it is very stressful) *zvakadzvanyaandma* (all expressions literally meaning it is very difficult to exist at university without adequate financial resources). The Shangaans would express it as *zviomilengovhu*.

Hunger levels at Zimbabwean Universities

It is common knowledge that university students at times have to forgo meals due to lack of money. At times the jocular invented terms for University Bachelors Association (UBAs) and - University Spinster's Association (USAs) have a scenario termed O.O.I (Zero Zero One) This involves not having breakfast, not having lunch and having supper. Another scenario is O.I.O. (Zero One Zero) where students go without breakfast, have lunch and forgo supper. In this case, students are incapable of buying food commodities because they come from disadvantaged backgrounds and do not have cash. The capabilities approach explains poverty in terms of what people are able to do and become, (Sherman and Adamson, 2016)

Hunger has the potential to disturb concentration levels of students in lectures, thereby affecting their academic results. At MSU main campus Gweru, exists a 'hunger square' which is a sitting area near the dining hall and tuck shop where students relax before and after lectures. (Isabel Tsakisani, 2017) This creates an unfortunate situation whereby some students watch while others enjoy meals which the poor and hungry students cannot afford and this can be psychologically hurtful. The bottom line is suffering of impoverished students.

Accommodation

Findings revealed that most off campus accommodation is unnecessarily expensive. Respondents put off-campus accommodation cost at the Mount Pleasant area for UZ students at \$150 per head per month. Usually homeowners accommodate four students per room and they get to the extent of renting out garages which are unsuitable for humans. A Nehosho resident at MSU, Gweru confessed that students were being charged accommodation between 60 to 80 US per head. For GZU students, Rujeko accommodation costs between 60 and 70 US per month per head.

Students interviewed cited cases of landlords verbally abusing them for not carrying out duties such as cleaning the corridors, cleaning the bathrooms and sweeping the yard. This curtails study

and relaxation time for impoverished students. Some landlords imposed a curfew for students requiring students to be in by 9:30pm. Students at MSU failed to access at-night library services because of this curfew, for fear of being thrown out by landlords. Some lectures were held late in the evening and these landlords failed to take this into consideration, disadvantaging students. Sometimes, students came late from campuses in order to access internet facilities for studying and research purposes which they could not access off campus.

Electricity and internet access

To further worsen impoverished students' predicament, the power outages by Zimbabwe Electricity Supply Authority affect those off-campus students who can neither cook nor study without electricity. Further, off-campus students enjoy unlimited internet access critically needed for university education.

Students end up using rudimentary cooking methods such as firewood. This further eats up study and rest times. Often, students just sleep it off on a hungry stomach if the power cut goes well into the night. On the other hand, their on-campus counterparts enjoy unlimited access to electricity since a generator is automatically turned on after a power outage, which means their study pattern is not disturbed.

Water

Findings reveal that off campus students endure long periods of time without running water since municipalities just cut off water without notice. This exposes poor students to compromised hygiene standards since water for bathing and cooking is in short supply. Open unprotected wells are used as an alternative water source in areas such as Senga and Nehosho near MSU. Students who reside on campus have access to water reservoirs instituted by the universities which bridge the gap when there are water shortages. This places them at a clear advantage over poor students who cannot afford to reside on campus.

In 2014, in Nehosho, suburbs near MSU, a student retells how they would pack 2litre plastic containers into bags when they went for lectures. They would fill them with water on campus and after lectures, they would then carry them home. This is burdensome to students and affects their academic performance.

Secondly, the girl interviewed says they would use the landlords' unprotected well for doing dishes, laundry and flushing the toilet. According to the World Bank (2003), water, sanitation and hygiene affects health in a number of ways. This suggests that water, sanitation, hygiene and health are closely related since inadequate quantities and quality of drinking water, lack of sanitation facilities and poor hygiene cause the world's poorest people to die. This inadequate water supply and unsafe water sources puts impoverished students at risk of contracting water borne and dangerous diseases which disturb their learning and can even be fatal. A third alternative were nearby boreholes where students would pay cash to fetch water.

From a gendered view-point, girls, especially after puberty are often faced with inadequate sanitation facilities at school, which poses problems during menstruation. Some girls absent themselves from lectures during the periods (Hesperion Foundation, 2005). Lack of water due to poverty acts as a factor disturbing impoverished university girls education.

Clothing

Universities do not have a uniform as in primary and high school. At universities, students come from varied diverse backgrounds and their clothing will display this diversity. Most commonly, students dress in denims and jeans when attending lectures. While clothes are not too expensive in Zimbabwe, those from poor backgrounds will only have a few clothes. Thus they do not fit in with their counterparts from affluent backgrounds. Interviewees cited that some students felt out of place while adorning oversized, faded unfashionable clothes donated by well wishers or handed down from older siblings or relatives while other affluent students move with the fashion trends. This difference can lower self-esteem as those who are poverty stricken fail to fit in with their well to-do peers. Self esteem is an important determinant of success, (Bedewey and Gabriel, 2013).

Tuition Fees

Most interviewees lamented the calamity faced by students from impoverished backgrounds in relation to paying for tuition fees. Most students failed to raise the three quarter margin of the fees required to be registered. It took a long time get it. During this period time such students are deprived of lectures. Administrators fume at students who haven't paid up. Some poor students sneak out after seeing the administrators or simply do not attend the lectures. Introductory lectures to modules are lost and this in turn affects the students' final grades. There are cases where students end up deferring their studies because they would have been unable to raise the registration fees in the prescribed time. This is a very painful experience as others go for years without funding and may never complete their studies.

Basic University Needs

The student needs a strong financial base to go through university. The study found that there are a number of basic needs that are essential for students to attain a university education. One UBA from University of Zimbabwe laments not having a laptop. "*Kana usina laptop upenyuhwakoidombo*". This means, "Your life is very hard at this university if you do not have a laptop." That is because lectures operate on a soft copy basis and lecturers at UZ do not give any hard-copies of their lectures. In an economy hard hit by ripple effects of an unstable economy grappling with the effects of sanctions, money is hard to come by and this is worse when students are from a poor background.

A student at the Faculty of Commerce in one University underlines and emphasizes the need for laptops for power-point presentations. Not having one, compromises quality of results in the end. Other basic school needs include stationery, printing and photocopying. Many courses require a

student to type and print out assignments at universities. Impoverished students have to borrow laptops/ tablets or use computers in the labs where they have limited time to use them and many other students waiting in line for their turn. Lecturers at times develop a negative attitude towards students who fail to meet deadlines yet sometimes this is due to lack of ready access to basic school needs. Carl Rogers cited in McLeod (2014) states that this a lack unconditional positive regard which involves treating students equitably regardless of who they are or what they have.

In the final stage of University life is the dissertation or project. One student reiterated: “*Ndakaonamoto*. “(Literally meaning, I met with indescribable torture). Supervisors demand that students type and print out drafts of the various chapters for the project until the supervisor is satisfied that the work is alright. This costs exorbitant amounts- what with the final binding and all. Without completing this stage, one cannot graduate. It is pathetic that such costs can be so prohibitive that some students fail to graduate. What a shame. Another issue is that assignments and projects/dissertations have deadlines to be met and this can prove to be very difficult without ready access to a laptop/tablet.

Recreation

Affluent students can afford to go shopping and do other leisurely activities which require money. Mostly, those from poor backgrounds do not have any form of entertainment after lectures and are in crowded dark rooms after lectures.

RECOMMENDATIONS

The study recommends the following;

1. Stimulating a supportive university environment for learning through provision of university grants for students by government so that tuitionis provided for students despite students’ SES.
2. Giving priority to disadvantaged students with regards to tuition grants.
3. Availing basic school to all university students especially those from impoverished backgrounds through provision of allowances to cover basic students’ needs such as clothes, food, accommodation, stationery and internet access for all.
4. Providing essential learning materials such as laptops to students from poor families.
5. Adopting Carl Rogers’ unconditional positive regard for students who are poor and lack money to buy basic school needs. Considering students’ individual needs and circumstances would go a long way in alleviating the students’ needs say, by providing a hard-copy for somebody in need.
6. Increased involvement of parents in their children’s university education.

CONCLUSION

The study focused on the impact that poverty has on the attainment of a university education. It has been found that the needy university student faces a myriad of obstacles that hinder effective

learning. Possible solutions have been suggested in a bid to mitigate these challenges. Addressing the education challenges faced by university students from disadvantaged families requires a bolder stance by concerned stakeholders.

REFERENCES

- Achary, A., Blackwell, M., and Sen, M. (2015). Explaining Attitudes from Behavior; A Cognitive Dissonance Approach. Working Paper
- Ainley, J., Graetz, B., Long, M., and Batten, M. (1995). Socio-economic Status and School Education. Canberra: DEET/ACER and in pre-school and school aged children
- Alaimo, K., Olson, C., Frangillo, EA and Briefel, R. (2001). Food and sufficiency family income, and health in preschool aged children. *American Journal of Public Health*, 91-781-789
- Amato, P. (1987). *Children in Australian Families: The Growth of Competence*. Sydney: Prentice Hall.
- American Psychological Association (2016) Effects of poverty, hunger, and homelessness on children and youth, Retrieved from: <http://www.apa.org/pi/families/poverty.aspx>
- Arshad, M., Zaidi S.M, Mahmood, K. (2015) Self-Esteem and academic performance among university students. 6(1). ISSN-2222-1735. *Journal of Education and Practice*
- Bedewy, D, Gabriel A. (2013) The development and psychometric assessment of a scale to measure the severity of examination anxiety among undergraduate university students. *International Journal of Educational Psychology* 2: 81–104
- Benzies, K., and Mychasiuk, R. (2009). Fostering family resilience: A review of the protective factors. *Child and Family Social Work*. 14(103-114). doi:10.1111/j.1365-2206.2008.00586.x
- Bjorklund, A. and Sylvan, K. (2011) Education and Policies, *Hand Book of Economics of Education*, vol.3.
- Bolton, P. (2012). *Education: Historical Statistics*. UK. Parliament House of Commons Library, Corp Creators.
- Centre for Global Education (2002). *Policy and Practice. A Development Review*. Belfast. Northern Ireland
- Chilton, M and Rabinowich, R. (2012) "Toxic stress and child hunger over the Life course: Three case studies. *Journal of Applied Research on Children at risk*: Vol3: Issue1, Article 3

Available at: <http://digitalcommons.library.tmc.edu/childrenatrisk/vol3/Iss1/3>

Clark, D and Hulme, D (2005). Towards a Unified Framework for Understanding the Depth, Breadth and Duration of Poverty.

Available at : www.gprg.org/pubs/workingpapers/pdfs/gprg-wps-020.pdf

Cummings, J.N, Haus, M.R. (2012). So many teams, so little time: Time allocation matters in geographically dispersed teams. *Journal of Organizational Behavior* 33(3), 316-341

De Carlo Santiago, C., Wadsworth, ME., and Stump, J. (2011). Socio-economic status neighbourhood disadvantage and poverty related stress: Prospective effects on psychological syndromes among low-income families. *Journal Economic Psychology*. 323, 218-230. <https://doi.org/10.1016/j.joep.2009.10>.

De Jager T. (2012). Can First Year Students' Critical Thinking Skills Develop in a Space of Three Month? *Procedia Social and Behavioral sciences* 47, 1374-1381.

Hanushek, E. and Woessmann, L. (2010). The Economics of International Differences Educational Achievement. In E. Hanushek S. Machin and L. Woessmann (eds). *Handbook of Economics of Education*. Elsevier, Amsterdam. 389-200

Heckman, J. (2011). "The Economics of Inequity :The Value of Early Childhood Education." *American Education* 35(1) PP31-35

http://citiscope.org/sdg-resource.html?gclid=Cj0KCQjwgb3OBRDNARIsAOyZbxAgIiFeMcv_mzdIMrlHnZ1vu-m2K0Xatbo7fkqIoACCmg_TApVMfXoaAgh-EALw_wcB

Ladd H ,F.(2012) Educational and Poverty :Confronting the evidence. *Journal of Policy Analysis and Management*. 31 (2). 20322-]

McLeod, S. A. (2014). Carl Rogers. Retrieved from www.simplypsychology.org/carl-rogers.html

Miller, G.E., Chen, E., Parker, K.J. (2011). Psychological stress in childhood and susceptibility to the chronic diseases of aging: Moving toward a model of behavioural and biological mechanisms. *Psychological Bulletin* 137, 959-997. doi:10.1037/a0024765

Mukherjee, J. (1995). The relationship between socio-economic background and participation in education.. Darlinghurst: ACEE Research Monogroup. No 1 Muhammad A, Syed Muhammad IHZ and Mahammad K, (. 2015). 6(1) 156-162.

OECD.(2012). Equity and quality in education supporting students and school. OECD Publishing. <http://do.org/p.1787/9789264130852-on>

- OECD. (2012).Equity and Quality in Educational: Supporting disadvantaged students and school. OECD Publishing <http://dx.doi.org/10.1787/9789264130852-on>
- OECD.(2010).PISA 2009 Results :Overcoming Social Background :Equity in Learning Opportunities and Outcomes (Paris. Volume 2 OECD
- Patton Lopez,M,M.,Lopez-Cevallos,D.F,Cancel-Tirado,D,I,Vazquez,L.(2014.)Prevalence and Correlates of food insecurity among students attending a midsize rural university in Oregon.46(3)-209-214.Journal of Nutrition education and behavior.
- Seewan, S., Benjarongkij ,Y[2014] . The influencing factors pressurizing Thai Women on Decisions Making on Beauty and Appearance Transformation .Journal of Public Relations and Advertising.7(2)
- Sharma,Y(2012.)Fast Pace of Higher Education Enrolment Growth Predicted to Slow. University World News. Issue no.213.Rtrieved from : <http://www.universityworldnews.com/articles.php?story=201203030817272724>
- Sherman, P.D and Adamson, B. (2016). Value creating education and the Capability Approach: A comparative analysis of Soka education's facility to promote well-being and social justice. 3(1). Cogent Education. <http://dx.doi.org/10.1080.2331186X>
- Shete ,V.(2012).Fashion and Social Identity: A cultural phenomenon .Retrieved August 2 2017 from [http://V. R Shete. Word press .com/2012 /07/15/fashion- and –social –identity –a-cultural –phenomenon/](http://V.R.Shete.Wordpress.com/2012/07/15/fashion-and-social-identity-a-cultural-phenomenon/)
- Taras,, H.(2005).Nutrition and student performance at school. Journal of School Health.75,199-213
- Tylor, D.L, Kahawita, T.M, Cairn cross, S., Jeroen, H. and Einsink, J.HJ (2015). The impact of Water, sanitation and hygiene interventions to control cholera: A Systematic Review. PLoS ONE 10(8): e0135676. <https://doi.org/10.1371/journal.pone.0135676>
- [Weinreb,L.'Wehler,C,Perloff,J.,Scott.,R.,Hosber.,D.,Sagor,L.'Gundersen,C.\(2003\).Hunger impact on children's health and mentalth.Paedriatics.10\(4\),e41](#)
- Williams ,N., Penelope, R., W., Connel, R., W, and White, V., M. (1991).Australian research on poverty and education,1979-1987 in R, W, Connell, V, M WHITE and KM, Johnston eds," Running Twice as hard."Geelong. Deakin University Press.

INTERNET SOURCES

<http://www.apa.org/pi/ses/resources/publication/factsheet/references.aspx>

<https://www.eaie.org/blog/student-student-accommodation-impacts-experience.html>

<https://www.oecd.org/education/school/50293.48pdf>.

<https://sustainabledevelopment.nu.org/?menu=1300>

msu.e-anr.msu.edu/news/hungry-children-at-higher-risk-of-poor-school-performance

<https://www.poverties.org/blog/what-is-poverty>

www.parliament.uk/briefing-papers/sn04252.pdf.

www.rappler.com/move-ph/issues/hunger/49193-learning-empty-stomach

[www.un.org>sustainabledevelopment](http://www.un.org/sustainabledevelopment)).

www.universityworldnews.com/article.php

INTERVIEWS

Isabel Tsakisani(2017)