

**SOCIO-ECONOMIC VARIABLES AND STUDENTS EDUCATIONAL ATTAINMENTS  
IN SELECTED SECONDARY SCHOOLS IN MULANDA SUB-COUNTY  
TORORO DISTRICT**

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**A RESEARCH PROPOSAL SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN  
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INTERNATIONAL UNIVERSITY**

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### **DECLARATION**

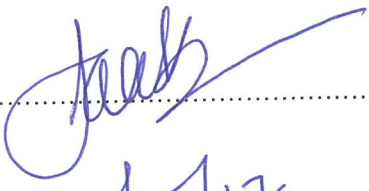
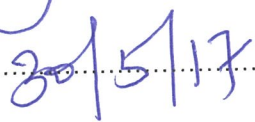
I, Adongo Moreen declare to the best of my knowledge that the presented in my own original work and it has never been presented anywhere for the award of any degree, diploma or certificate or its equivalent.



.....  
**ADONGO MOREEN**

### APPROVAL

This research report has been presented to the college of education, open, distance and e-learning of Kampala International University for the award of a Bachelor of Arts with education.

Signature.....  
Date.....

**LAAKI SAMSON**  
**SUPERVISOR**

## **DEDICATION**

I dedicate this work to my father Mr. Odoi Livingstone and my mother Ms. Awor Teopister, Nicodemus Omojong. I also dedicate this work to my siblings Collins, Prossy, Nicholas, Teddy.

## **ACKNOWLEDGEMENT**

I would like to acknowledge to my friends Nicodemus, Christine and Josephine. My lecturers Mr. Laaki Samson, Ms Susan Shida, Ms Akampurira and Dr Derrick Ssekajugo for the effort they have put into the production of this write up. God bless you.

**ACRONYMS**

- U.S.E - Universal Secondary Education
- W.H.O - World Health Organization
- I.L.O - International Labour Organization
- Adolescence - Children in the ages between 16yrs -20years.

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## **ABSTRACT**

The overall objective of this report is to study the predicaments of social and economic nature that schools located in Mulanda, Tororo district.

This study was premised on objectives that included;

Examination of the hindrances to excellent performance of learners.

To investigate the likely causes of the perennial problems in Mulanda schools.

To assess the effectiveness of the remedies so far put in place by relevant education organs to mitigate the problem using a sample of 70 randomly selected respondents comprising of all the stake holders i.e. parents, teachers, students, districts education depart and central government officials (RDCS office). The study came up with the following findings inadequate supply of scholastic materials in most Mulanda, public schools has road blocked excellent performance.

Low motivation as teachers though promptly paid government salaries; they are not enough to sustain them and their families.

Late coming of both students and teachers due to the long distance they cover on foot to school from their places of abode (Homes).

Dilapidated infrastructure I most schools that fail the learning and teaching process.

Lack of conducive learning atmosphere as many schools are located in the busy sub-county.

Wide spread poverty in many families that complicate students feeding.

Negative attitude towards education especially in respect of the girl child as most parents prefer to herd animals instead of educating girls as opposed to the boys.

It's an appealing recommendation of this study that if Mulanda, public schools are to regain their lost academic glory of excellence a concerted effort among all stake holders is urgently called for. There also ought to be immediate change of attitude in relation to education acquiring irrespective of gender and government needs to step not only the motivation of teachers, but also improve the inspection department on top of building houses for teachers on school compound.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter covers the background to the study, the statement of the problem, the purpose of the study, research questions, the scope and significance of the study.

### 1.1 Background

The socio-economic status of the majority Ugandans is relatively low which has a lot of negative implications on learners on their academic performance especially in these case secondary school students.

Socio-economic status is a combined measure of a person's work experience and of an individual family's economic and social position in relation to others, based on incomes, education and occupation. Socio-economic status is typically broken into three categories i.e. high, middle and low-socio- economic status.

According to Odinko (2002) he defined socio-economic status as a social class of the student's parent belong i.e. high, average and low.

Academic excellence is an act/process of carrying out an executing action of which is facilitated by repetition (D. W Maureen and V.H Vogel) since then, the government of Uganda has taken education as a priority in its budget.

Teaching students who are living under difficult circumstances is a mammoth task for teachers worldwide. In America, Darfur, Iraq, Afghanistan and most parts of Africa, there are civil strives which only transfer into children suffering in multifarious ways. Students living under difficult socio and economic status live on survival; they are not able to do that earning like other ordinary children. This is because they are affected by various factors or as many as political, socio-cultural and economic and health problems including poverty and famine to mention but a few. These problems retard their

psychological and psycho-economic development and hinder their earning and effective participation in learning and daily life activities unlike other ordinary children or their counterparts that live in safer circumstances. Such as land clashes /disputes, political instability/insecurity since time immemorial in Eastern region which led to internally displaced persons (I.D.Ps) in addition to cattle rustling in pastoralist regions of Uganda.

The underlying principle of this study is to find out the prevalence, determine and evaluate challenges facing students in Mulanda sub-county Tororo District. Some students includes those who are abused and neglected, traumatized, street children, child labor, homeless children and un accompanied, refugees or internally displaced children, orphaned children, child mothers, children affected with HIV/AIDS, children from deprived families, child soldiers, children from pastoralist communities etc.

Despite the introduction of Universal Secondary Education in Uganda (USE) in 2007 which spells out free and compulsory education, not all aspects of education have been offered freely, there is the case of uniform, desks, and scholastic materials which most families cannot afford to provide since most people depend on farming as a way of earning income. Floods, famine have since then remained the biggest challenges that affect the individual child in one way or the other. This is one area in psycho-social development which is concerned with the relationship between needs of an individual and those of the society, which affects personality. According to the psycho-social theory, personality development is a continuous process that begins at birth and continues throughout an individual's life span.

However, the concern of this study is to analyze the relationship between socio-economic status in relation to [earning.

### **1.1.1 Theoretical framework**

This study is based on the Erik Erikson's psycho-social theory of personality development that highlights the relationship of low economic social status on learning of the child which asserts that the effects of early experience on the later stages of adulthood, challenging circumstances will definitely affect the total personality of a child now and in the future. A case in point, a child who grows up under low and poor conditions will continue longing for better services as compared to the counter parts.

### **1.2 Statement of the problem**

Students' performance in Mulanda has exhibited disparities in the past few years. Whenever the ministry of education releases the Uganda National Examinations results usually students from good and prestigious schools take the lead while those poor ones from Tororo. Teachers and head teachers have been blamed for the bad results. The public has however forgotten that the students who attend such poor schools come from poverty stricken backgrounds. This could also be a factor why the most hit aspect is academic excellence.

### **1.3 Purpose of the Study**

The purpose of the study is to establish the relationship between social-economic variables and students' educational attainments in selected secondary schools in Mulanda sub-county Tororo district.

#### **1.3.1. Specific objectives**

The following objectives are constructed to guide the study:

- i. To identify the extent to which learning students live under different circumstances.
- ii. To examine the nature of problems and their effects on the education of learners.



- iii. To investigate all the possible socio economic causes leading to difficult living conditions.

#### **1.4 Research questions.**

The study was guided by the following research questions;

- i. What is the prevalence of students living under difficult economic social-economic status conditions?
- ii. What are the causes behind difficult circumstances students endure?
- iii. What are the likely out comes students are bound to experience due to hard living conditions?

#### **1.5 Scope of the study**

##### **Content scope**

The study focused on the relationship between socio-economic variables and students' educational attainments in selected secondary schools in Mulanda sub-county Tororo district.

##### **Geography scope**

The study was focused on only secondary schools found in Mulanda sub-county Tororo district.

##### **Time scope**

The study was conducted in a period of four months ranging from December to May 2017

#### **1.6 Significance of the study.**

The concept of low socio-economic status has been perceived differently by different people.

Therefore the study will help in the following ways;

- i. The study will shade on the problems faced by schools in Mulanda sub-county.
- ii. The study will assist policy makers to address appropriately the educational challenges faced by schools and students.
- iii. The study will be useful to the ministry of education and sports in planning corrective measures like giving bursaries.
- iv. The study will help curriculum planners in identifying the weakness in the current curriculum hence making relevant adjustments.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter attempts to review literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study.

In Uganda, systematic approaches have been adopted in terms of policies and implementation of inclusive education has been embarked on by the Ministry of Education and Sports. This has been development and through terms of financial allocation, staff training and employment opportunities. This is in line with the intention of realizing universal secondary education (USE).

These modalities have opened ways for all regular schools to enroll students including those who are living under difficult socio-economic conditions, as a government policy. However, the enrolment and handling the approaches given to learners, those under difficult circumstances needs more effort.

According to Mbaru (2002), there was a convention on the rights of a child in 1989 which had four basic rights of the child that is to say education, medical care, food and protection. (Security)

In Uganda, it was reinforced by the government law reform commission for the enactment of the laws governing children. According to this, all children must be treated fairly, assured a better place to live in etc.

The researcher therefore bases its study on the following challenges that these learners, under low and difficult socio-economic conditions /status experience in regular schools and at home they include:

- Existence of children living under low and difficult socio-economic circumstances in Tororo district.
- Kinds and effects of the difficult economic social conditions facing learners in Tororo district.
- Factors behind the low and difficult economic social status.
- The management measures for students living under low and difficult economic social status.

## **2.1 Prevalence of children living under low and difficult economic social status in Tororo district.**

One of the things that lead to children living under difficult economic social status is disease. According to the world conference which was known as Salamanca conference which mainly talked about Street children and children discriminated against because of HIV/AIDS or leprosy among others, in the world according to the World Health Organization (WHO) almost over 50 million people live with HIV/AIDS and according to the ministry of health of Uganda in its latest report, there is about 2.6million Ugandans living with the disease and this has left a lot of orphans having lost both parents.

Over 60% of the residents of Tororo district live in less than one —dollar per day according to the ministry of finance and economic development. (2004) this means that poverty prevalence is very high.

It also means that parents cannot meet their obligations of properly feeding and taking care of their children. Children leave homes to go and seek employment where they are highly molested and exploited.

According to the Ministry of Labour (2003) report, over 60% of the Uganda's population is directly supported by the agricultural sector which contributes to 25% of the GDP. In Tororo district, it's over 80% with no major cash crops, only subsistence growing and

fishing. This has prompted children to work in quarries and fishing in the lake and also work as domestic servants and maids. They are also in the streets asking out a living. According to the International Labour Organization (ILO) (2000), about 5.7 million children were in forced labour, 18 million in prostitution and pornography while others were victims of child trafficking. Trafficked children work under farms due to broken marriages, death of parents. All factors have caused or influenced the prevalence of children living under difficult economic social status in the world, in Uganda and Tororo district in particular.

## **2.2 Kinds and effects of difficult socio-economic status facing learners in Tororo district.**

### **2.2.1 Traumatized children**

According to research (2007), conditions in many countries in the world revolves round and about politics and social up heavily political conditions that brings about wars, violence, clashes or conflicts that deprive people their freedom and brings experiences that may make regular school work quite difficult and meaningless. These children may have experience, torture or aggression in their living places.

In the intentional scene we have wars in Darfur, Afghanistan and Iraq, where most aid agencies cannot speak openly about the humanitarian situation for fear of jeopardizing their lives. This conflict, affects millions of people. In Uganda, there are the Kony rebels in Eastern conflicts where children were turned into sex slaves and child soldiers for over 20 years.

In Uganda still, a case of Eastern region we have tribal, land clashes, cattle rusting and more recently the LRA war in 2007 which led to child rape, Abduction among the school going children.

These experiences include among others beatings, rape and being turned into refugees in one's own country. These are also experiences in Tororo district. Thus leaving children psychologically and financially unstable or traumatized and therefore grossly affecting their involvement in learning and other only activities.

These experiences will therefore make the child be a student who needs a caring educational setting, where other students and teachers can stimulate them for a meaningful life. This is according to Wanyera (2002).

### **2.2.2 Abused and Neglected children.**

According to Mwaura (2002), child abuse in any act or intention to threaten children badly by directly or indirectly hurting them which involves but physical and/or psychological violence for example is beating the child.

Child Neglect is rendering no care or care givers to children. It's the failure to provide daily needs, hence affecting children's social, emotional and psychological status making them fail to participate and learn. These may include lack of affection and discouraging the child, systematic scolding, over undue protection, early or forced marriage.

This makes the child to be withdrawn and have aggressive behavior extremes. Sometimes the child is uncomfortable with physical contact.

Another effect is the early arrival at and late leaving school as if afraid to be at home. There is chronic runaway and also complaints of soreness or more uncomfortably and at times has inconsistent. These children may end up stealing food or begging from classmates in sex abuse, the child may have more of suicide attempt, massive weight loss, hysteria and lack of emotional control.

These experiences are seen in Uganda in war torn areas and areas where cultural practices are still a norm, where Tororo district is not exceptional.

### **2.2.3 Child labour / working children**

According to Mwaura (2002), child labour has been defined by an International Labour Organization (ILO) to mean any economic activity performed by a person under the age of 5 years and that is detrimental and exploitative. Therefore child labour is only work that interferes with a child's upbringing and education. The working children are spread across many economic sectors with the main concentrations being domestic service. In Tororo district they work in farms during the weeding season, quarrying and mining, fishing and garbage collection.

The effect is that they find the school plus this responsibility a burden and end up dropping out of school.

### **2.2.4 Orphaned Children**

These are children who have lost both parents. Sorrow, guilty and or anger resulting from having lost both parents may over whelm such a child. Parents might have died from illness or accidents.

Orphaned children have to content with discrimination that causes them as out casts. Denied the essential family care by reason of death or terminal illness of their parents. Many children are ending up in the streets from where they are likely to come into conflict with the law. These children will have neither peace of the mind and/or motivation of learning.

### **2.2.5 Children affected and/or infected by HIV/AIDS.**

According to Mwaura (2002), children affected by HIV/AIDS are those who have lost their parents or dear ones through the dreadful disease. Medical statistics indicates that many people die every day due to HIV/AIDS related diseases in 2013.

Those who are infected are those who have acquired the disease. Besides the rising number of orphans due to AIDS the disease is causing early painful death among children infected at birth or throughout breast feeding. It's estimated that 30-40% of the babies born to infected mothers will be infected with HIV. Most of these babies will develop AIDS and die within two years. Those who survive because of ARVs often experience social and psychological problems. They may also be stigmatized by the society which affects their self-esteem.

### **2.2.6 Children from deprived or Rich families**

Children from deprived or poor families may drop-out of school as a result of poverty. Such children may end-up in the streets as laborers or prostitutes. This affects their learning according to Mwaura (2002).

On the other hand, some students/children from rich families develop behavioral problems as a result of lack of proper attention, involvement and care. They may also lack the guidance in the use of resources. These may be rigidity in decision made by parents. These have a negative correlation with learning as a result of low self-esteem, child development as well as lack of independence which may affect the child's learning.

## **2.3 Factors leading to low/difficult living status conditions**

According to Ndurumo (2002), factors that lead to low/or difficult living circumstances directly have a negative impact towards learning of the students. These factors may include: - heredity, individual differences, psycho-social factors, disability, physiological factors. Let's start with the economic factors which are the most common, because it involves poverty, diseases, social and cultural issues including the death of parents, poverty.

### **2.3.1 Economic Factors**

This includes the family economical status, the place of residence and general poverty. Poverty is an abuse of human rights according to the human rights day in Uganda (April 2006). This gives a background where a student cannot easily have access to necessary



facilities such as recreation areas, health and quality education and others that enables one to broaden his or her mind in one's world. Economic factors also include how students have access to water and the number of meals they get in a day.

These students from low economic backgrounds do not perform well in school and mostly have high dropout rates. Most of the time they are hungry, physically ill, tired from lack of enough sleep, students who live in crowded quarters or shacks and they feel physically or psychologically unsafe in such areas. Such students have low expectations on whether they will make it to college or University. They lack a feeling of belonging and love.

According to the Ministry of Finance report (2004), states that about 80% of the people in Tororo district live below the poverty line of less than one dollar a day. This is due to HIV/AIDS. In Eastern region in particular and Uganda in general, it's believed that the majority of people die between the ages group which is domestically active. Students are the ones who suffer most.

Students affected by HIV/AIDS are those who have lost their parents or dear ones through the dreadful diseases. Besides the rising number of orphans due to AIDS 30-40% of the babies born to infected mothers will also be infected with HIV.

According to Mwaura (2002) HIV/AIDS Pandemic is now the single most serious setback in the effects to fulfill the rights of children in Eastern region Uganda.

According to Research, poverty may also biting disharmony among parents which makes the home to be characterized by quarrels and disagreements which have negative effects on students. Parents in such a relationship have a productivity of directing negative behavior at their children hence having anti-social behaviors.

Poverty also influences parents to abuse their children by excessive ridicule, humiliation or any form of mental cruelty. This may lead to one feeling uneasy of others hence affecting the child's social and educational development.

### **2.3.2 Cultural factors**

In Eastern region, the adolescence children are not supposed to sleep under the same room with then parents. This makes them to go and look for a sleeping place elsewhere. This makes the parents not to be in control of the children hence leading to anti-social behavior like drug abuse due to peer influence, early pregnancy etc. this brings about high school drop outs and lack of genera' commitment to school work, hence poor performance.

Also the influence of the media, for example the television, radio, journals and Newspapers. The media plays a powerful role n providing entertainment, information and also has the potential to support a child's development. Television in particular promotes sexual immorality through romantic movie that stop short of pornography, as a result, of what was viewed will lead to pregnancy to occur.

The up bring of children also influences development of sex roles, it should be noted that parents and many others do perpetuate sex-roles, This makes children mostly girls to feel that she is reading for marriage or makes boys to marry early for they cannot do some roles for themselves like cooking, fetching water and firewood.

### **2.3.3 Natural Calamity.**

Natural calamities are things like flooding, heavy rains, invasion of pests and diseases, earthquakes, drought and famine.

Heavy rains are known to cause damages to people's environment through flooding of water into homes and farmland, washing away crops and domestic animals.

In Uganda in general and Eastern region in particular there has been flooding due to heavy rains. Most recently, there has been floods in Bugiri and Soroti districts where children found themselves out of their homes, crops were destroyed and poverty starting from then after losing everything in the homes to flood water.

In Tororo district, children suffer a lot when drought killed all the crops in the farmland, pests and diseases kill farm animals like cows and poultry on top of cattle rustling by the Karamojong warriors in the 1980's yet cattle are used as ox-ploughs hence participating in acquisition of food security, preparation of farms for planting hence reasons for famine. Because most people in eastern region are subsistence farmers due to drought and all these have been affected. Therefore the affected find themselves living in difficult circumstances and hence cannot afford to send their children to school.

#### **2.3.4 Political instability (insecurity).**

Eastern region is amongst the regions which have undergone a lot of suffering since time immemorial from frequent insurgencies for example the recent war of 2012 under the Kony Rebels which claimed a lot of lives and left many widows, parentless children. More so most children were turned into child soldiers, sex slaves, raped, and abducted for example among the school going children related to that is the 1986 rebel war which left a lot of suffering in this region as most of the cattle were stolen. Eastern region was amongst the richest region in Uganda but since then the impact of insecurity has left the region in extreme poverty. This also left most children psychologically and financially unstable as others lost all their caring parents hence affecting their involvement in the learning process in relation to their counter parts from stable areas who learn with no difficulty.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the methods that the researcher used to select the geographical areas from which research is to be carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

#### **3.1 Research approach.**

The study will include quantitative approach. It will be used because data will be collected numerically. It will be adequate since it facilitates analysis and data interpretation.

#### **3.2 Research design.**

The researcher used survey design to collect the required data since it is appropriate for the study because surveys are useful in establishing the nature of the existing situation and identify factors causing students to live under difficult socio-economic status.

#### **3.3 Target population.**

The target population of this study focused on 10 secondary schools whereby some students and teachers included in the sampling in Tororo district.

#### **3.4 Sample.**

The sample size was randomly selected using the simple random sampling design. And a sample size of 70 respondents was considered. These included the teachers and students.

##### **3.4.1 Sampling Procedure.**

The researcher wrote the name of the schools and students on a piece of paper, roll it, close his eyes, and then pick the papers at random. This gave equal chances to the schools and students for selection.

### **3.5 Research Instruments/Tools.**

The researcher will use questionnaires as the instruments for collecting data. It will compose of fourteen (14) questions for the school's teachers and thirteen (13) questions for the students which will be appropriate and straight to the point to check on the answer to prevalence, nature and Factors causing such challenges by students living under difficult socio-economic status.

### **3.6 Reliability and validity of instruments.**

The researcher sought at the Toitmen approach and 5 point scale to be used including terms like strongly agree, agree, not sure, and was ticked by different respondents accordingly. Also objective type questions that is to say 'Yes' or 'No' was used. Respondents were also prompted to list down factors in accordance with the questions asked.

### **3.7 Data collection techniques/procedure.**

Before data collection exercise, the researcher went with an introductory letter to seek permission in order to get ready to carry out the study.

Logistic procedures were followed downwards to the schools to be sampled. The researcher explained his visit to the principal/Head teachers. After which he distributed the tools and then administered them and after this the researcher proceeded with data collection using the procedure so far discussed.

### **3.8 Data Analysis.**

After data collection, the data was analyzed, organized, grouped and tabulated using simple descriptive statistics; the researcher organized the data and presented it using tables, bar graphs and charts etc.

### **3.9 Sources of data**

Both primary and secondary data will be used.

### **3.9.1 Primary Data**

Primary data was acquired as first-hand information. Primary data was collected by the questionnaires, interviews and observation as data collection tools given to the respondents.

### **3.9.2 Secondary data**

Secondary data was gotten from already existing literature related to the topic of study. These sources of information will include textbooks, magazines, pamphlets, research reports, journals, workshops presentation, internet and newsletters which were used in addition to company annual reports.

### **3.10 Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

Sought permission to adopt the standardized questionnaire through a written communication to the author.

The respondents and firms were coded instead of reflecting the names.

Solicited permission through a written request to the concerned officials of the selected firms in the study.

Requested the respondents to sign the informed Consent Form (Appendix2)

Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing. Presented the findings in a generalized manner.

### **3.11 Limitations**

The study was expensive for the researcher in terms of expenses such as library fees, photocopying and printing.

Some respondents were uncooperative through withholding certain information which is termed as “sensitive”.

The researcher was faced with the problem of finding relevant information. Some secondary data was outdated and linking it to the study becomes difficult.

There was a problem of misinterpretation of the purpose of the research as some can refer to the researcher as a ‘spy’ sent on ground by the state.

Despite all the above problems, the researcher used strategies such as working within his proposed budget, reassuring correspondents about the confidentiality of certain issues and also utilizing mostly the Kampala International University Main Library and Tororo district local government, library, the research also allayed the respondents' worries by showing them a letter of introduction from the college of education, open, distance and e-learning that confirmed to them my student status.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

While the previous chapter presented the methodology of the study, this chapter provides presentation, interpretation and analysis of data; the researcher used questionnaires as the main tool of study. The referred questionnaires were delivered personally to the respondents which were aimed at studying the relationship between socio-economic status and the Academic excellence of secondary school students. This chapter also intends to achieve the following objectives;

- To find out the prevalence of students living under difficult circumstances.
- To examine the nature of difficult circumstance and their effects on the education of learners.
- To investigate all the possible factors leading to difficult living conditions.

#### 4.1 Profile of the respondents

**Table 1: The sex of the respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	40	57
Female	30	43
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Primary data 2015 -*

In the table above 57% were male respondents with the greatest percentages whereas 43% were female with the least percentage. This implies that most respondents were men.

**Table 2: Marital status**

Status	Frequency	Percentage (%)
Married	15	21.4
Single	50	71.4
Divorced	5	7.1
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Primary data 2015 -*

In the table above 71.4% were single. This can be true since most of the respondents were students with the majority of the population. 21.4% were married and last but not least 7.1% were divorced. This implies that most of the respondents were singles.

**Table 3: Respondents by level of education**

Educational levels	Frequency	Percentage (%)
O level	40	57
A level	20	29
University level	10	14
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Primary data, 2015*

The table above shows the level of education of the respondents, 57% were in O-level, 29% were in A-level and last but not least 14% had reached university level. This implies that most of the respondents had reached in O-level with the greatest response as seen in the above diagram.

**Table 4: The age of the respondents**

Age	Frequency	Percentage (%)
15-25 years	25	37
25-35 years	15	21
35-45 years	10	14
45-55 years	10	14
55 years and above	10	14
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Primary data 2015*

In the table shown above, 37% were in the age bracket of between 15 to 25 years, 21% were in 25 to 35 years and 14% were both 35-45years, 45-55 years, and 55 years and above. This implies that most of the respondents were in the age bracket of 15 to 25.

**Table 5 shows the religion of the respondents.**

Religion	Frequency	Percentage (%)
Catholic	20	29
Moslem	15	21
Traditionalist	5	7
Protestant	25	36
Others	5	7
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Primary data 2015*

In the table above it shows the religion of the respondents 36% were Protestants, 29% were catholic, 21 were Muslims and 7% were both traditionalists and others. This implies that most respondents were Protestants.

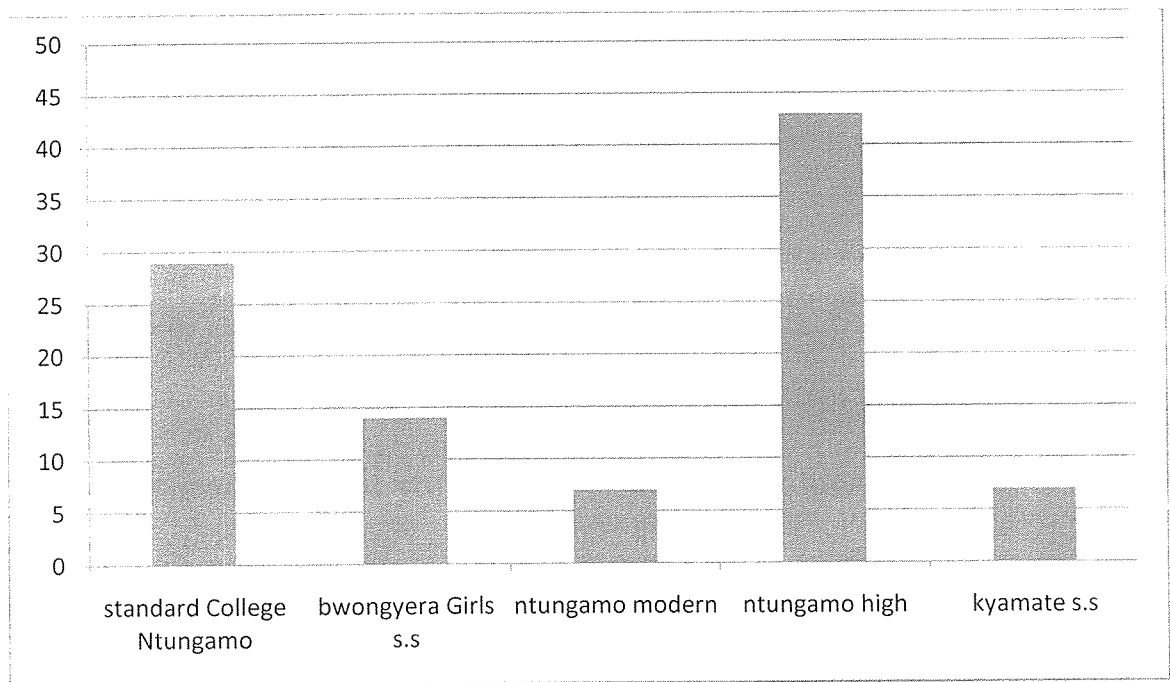
#### 4.2 The findings on the prevalence of students living under difficult circumstances.

Table 6 indicate the students who live under difficult socio-economic status in schools Response

NO	Response	Frequency	Percentage (%)
A	Standard college	20	29
B	St James comprehensive s.s	10	14
C	Mulanda seed s.s	5	7
D	Tororo modern high school	30	43
E	Mulanda Parents s.s.	5	7
	<b>Total</b>	<b>70</b>	<b>100</b>

*Source: Primary data 2015 -*

**Figure 1: Prevalence of students who live under low/difficult socio economic status**



Source: Primary data 2015

**Table 7: number of students who have neat, clean and complete school uniform including shoes and socks**

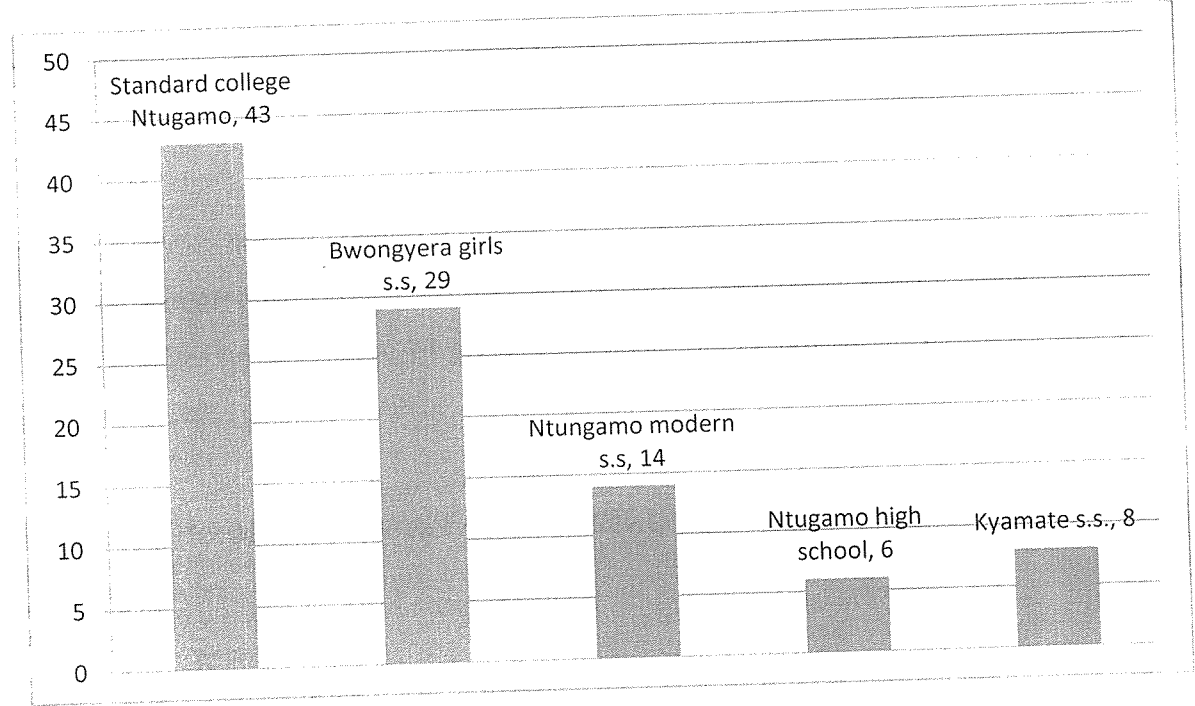
NO	Response	Frequency	Percentage (%)
A	Standard college	30	43
B	St James comprehensive s.s	20	29
C	Mulanda seed s.s	10	14
D	Tororo modern high school	4	6
E	Mulanda Parents s.s.	6	8
	<b>Total</b>	<b>70</b>	<b>100</b>

Source: Primary data 2015

From the table above 43% were from standard college, 29% were from St James comprehensive s.s, 14% were from Mulanda seed ss, 8% were from Mulanda parents S.S. and 6% were from Tororo modern high school. This implies that most of them

were from Standard College number of students. According to research, it was found out that poverty is a major issue in most schools. This is evident when most students cannot have complete uniforms as it's a basic need and this reflects the financial ability of their parents.

**Figure 2: number of students with neat, clean and complete uniforms**



Source: Primary data 2015

**4.3 The findings on the nature of difficult circumstance and their effects on the education of learners.**

Kinds of difficult living conditions found among learners in the schools.

Response	Frequency	Percentage (%)
Orphans	10	14
HIV/AIDS	15	21.4
Child labour	25	36
Abuse/Neglected	5	7
Traumatized	5	7
Deprived/rich	10	14
Total	70	100

*Source: Primary data 2015*

The table above shows kinds of difficult living conditions found among learners in the schools. 36% was child labor, 21.4% was HIV/AIDS, 14% was orphans and deprived/rich and 7% were both abused and traumatized. This implied that child labour was the most dominant factor as shown in the findings in the above table.

**4.4 The findings on factors leading to difficult conditions**

**Table 8 : Shows the factors leading to difficult conditions**

Factors	Frequency	Percentage (%)
Economic	20	28.5
Cultural	20	28.5
Natural calamities	20	28.5
Political instability	10	14
<b>Total</b>	<b>70</b>	<b>100</b>

*Sources: primary data 2015*

The above diagram shows the factors leading to difficult situations in most schools 28.5% were both economic, cultural, and natural factors and 14% were political instability. This implied that most factors were difficult to avoid due to high risk and high funds needed to be used to prevent.

## **Finances**

Assuming a student is able to pay for or finance a school education; financial problems can still impede success. Some students don't buy textbooks and other class resources because of the costs. They may invest thousands in school fees and room and board yet choose to save hundreds of dollars by not buying books, which are important to success in classes. Students may also work too many hours at a job to keep up with coursework. Limited finances can affect a student's ability to budget for gas or car repairs, impacting school commutes. Applying for any scholarships available in your local community or through the school can help. Some graduated seniors also work in the summer to save money. Completing financial aid requests early can offer insight to help in financial planning.

## **Lack of Support**

Some students go to school because of parental pressure or influence. However, others may go to school because of their own emotions and have little or no financial or emotional support from parents and other family members. This is especially true for first-generation students whose parents didn't go to school themselves. Friendships with people who don't support your college education or who try to lure you to parties and social activities in line of school can get in the way as well. Getting to know school and using the school's academic support center can help. Some students also develop more positive relationships by getting involved in program-specific clubs and school leadership programs, such as student government.



### Poor Study Habits

Even with financial means and family support, students may struggle with personal drive and poor study habits. New school students may not have developed adequate study and work habits during high school. To succeed in class, you normally have to schedule regular reading, study and work time. Poor test-taking and a lack of confidence on tests are also common issues. Students often have access to school academic support services and instructor help, but they need self-motivation to take advantage of these resources.

### Poor Preparation

Along with poor study habits, students who struggle generally don't show up to class consistently. Even when they do attend, they aren't always ready to learn and perform. Along with an attitude to learn and effective listening skills, prepared students have ready material before class, ask questions, take organized notes and participate in class and small-group discussions. Disengagement in classes leads to students being out of the place, missing important instructions and failing to learn content.

**Table 9: Do students living under difficult conditions learn the same way like those ordinary children**

Response	Frequency	Percentage (%)
Yes	50	71
No	20	29
<b>Total</b>	<b>70</b>	<b>100</b>

*Source: primary data 2015*

The table above shows whether students who live under difficult conditions can learn the same way like the ordinary children. 71% were saying yes, and 29% were saying no. This implied that most students couldn't learn the same way just like their counterparts under normal conditions.

## **4.5 The findings on how to determine and evaluate management measures for students living under difficult circumstances.**

### **Conditioning yourself to your workspace;**

Create a space or choose a place where you only do academic work. In this way, you create a dynamic way in which the place is associated with work and so your productivity increases. If you need to worry or procrastinate by socializing, surfing the net, or writing letters, then leave that place so that it does not become associated with putting off work,

### **Be Process-Oriented, Not Outcome-Oriented:**

The bases are loaded, it's the last inning of the game, and you are up to bat. If you start thinking about how much the outcome of the game depends on you, you will miss the ball. As they say, keep your eye on the ball; that is all you have control over. The same is true with papers and exams. Obsessing about what might happen to your GPA takes away from your focus on showing what you know in every question.

### **Dealing with Academic Setbacks:**

When you make a mistake in answering a question in class or do poorly on an exam, there is the temptation to tell friends how badly you did or to ruminate on the error. If you do this, you end up unconsciously rehearsing the error over and over. Instead, rehearse success. For example, ask yourself what the problem was or what skills do you need to develop to do better the next time. Instead of recounting the Failure, say' how you will do it successfully the next time. If you watch elite athletes when they are interviewed after making a mistake, they will usually avoid rehearsing what they did wrong and will focus on how one does it better.

### **Dealing with Anxiety Contagion:**

When' you are surrounded by people who are preparing for exams or papers, such as during midterms or final exams, excessive anxiety can spread like wildfire in the dorm or the department. What happens is that students become anxious not because they

need to be, but because everybody else is anxious. Ways to deal with this include: 1. Acknowledge the anxiety contagion and make fun of it as a way to distance yourself; 2. Give yourself ways to get perspective like studying someplace else or going to the mall or Chicago for a little while; 3. Clarify your priorities; do not let others contaminate you with their expectations or their less- than-productive study strategies.

This article originally appeared in the Observer in October 1998, updated in 2003. The intent of this series of articles is not to provide counseling but to provide information about a variety of mental health topics. To seek help with your individual concerns, please contact the University Counseling Center at 631-7336 to schedule an appointment.

### **Performance enhancement training**

The school Counseling Center can offer a five-stage training module seminar at enhancing performance. Although the information is drawn from the field of Sport Psychology, it is applicable to domains beyond a sport context: Participants learn techniques that develop arousal management, attentional focus, positive thinking, goal setting skills and confidence building. The purpose of this training module is to add to the repertoire of skills already at the disposal of the participant. Moreover, the objective is to facilitate peak performance in the face of objective competitive events.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.0 Introduction**

The general objective of the study was to examine the relationship between socio-economic status and the academic excellence among secondary school students in Tororo district. It was broken down into smaller major objectives upon which the conclusion, recommendations and suggestions were based.

Over 80% of the people living in Tororo district, according to the ministry of finance and economic planning, live below the poverty line therefore there are many challenges facing students living under low socio-economic status in the district.

Students living under low socio -economic status are the ones who suffer from lack of meeting some basic requirements at school. Such students suffer from lack of personal confidence, emotional stability and lack of interest in school. They end up not doing well hence becoming a liability to the society.

The study therefore was conducted by the researcher after going through several literatures of renown writers and researchers who among others mentioned that students from low socioeconomic status are those who are traumatized due to war, cattle rustling problem, child labour etc. According to research, it revealed that 14% were found to be orphans, 21.4% were those- affected with HIV/AIDS while those who are orphans were found to be 36%. Abused/neglected children and the traumatized were 7%.

## **5.1 Discussion**

In Tororo district, socio-economic status of the students have a direct relation with their excellence at school for example, the low socio-economic status have a negative impact on students academic excellence unlike the counter parts.

So such low economic social status facing most students include, poverty, Natural calamity insecurity, cattle rustling etc. so among the causes of this may include:

Poverty and low levels of employment, famine and other catastrophes, cattle rustling, death of parents or siblings, child abuse and neglect.

However, in the student's upbringing, there are some parents who show very little interest in their activities. They are not interested or concerned with the student's education, and do not encourage them to do well in school.

In Tororo district, children do sleep away from their parent's homes or houses according to most clan elders, this makes the students to be out of their parents monitoring and control This causes poor discipline and parents are inconsistent in their style of up bring them. Students begin to feel uncertain and confused. This causes child mothers and early marriages.

## **5.2 Summary**

On the basis of the objectives of study, it was found out that the prevalence of students who live under low socio-economic status in Tororo district is in the ratio of 1:4.

The nature of such low socio-economic status and their relationship education are as a result of extreme poverty where in most schools over 80% Of the children do not meet the requirements of proper diet, clothing and shelter.

There are many factors that cause those conditions like students who are orphans, students affected by HIV/AIDS, child labour, abused and neglected students, traumatized and deprived/rich families. Some other factors include; illiteracy and

ignorance among the parents, natural calamity, aridity or prolonged drought, insecurity, floods etc.

The management of such students living under such status includes: sensitizing the entire school community, Guidance and counseling sessions to their attitudes, educate on how to use resources, good communication methods and parental involvement both at school and at home.

### 5.3 Conclusion

In view of the discussion of the findings, the researcher was able to make the following conclusions.

There was a significant relationship between socioeconomic status and student's academic excellence. Low socio-economic status makes learners to learn with greater difficulty hence poor performance. While students from better economic back grounds will always excel at all levels.

The research also indicates that students from good economic backgrounds will learn to read with no difficulty unlike their counter parts from humble backgrounds who will earn to read with greater difficult.

The prevalence of students living under low socio-economic status are quite high at the ratio of 1:4 in most schools.

The nature of challenges faced by students is mostly socio-economic, socio-cultural and political factors.

The factors leading to low/difficult living status were also found to be many and varied including ignorance, Natural calamities, cattle rustling, insecurity and cultural factors

etc. The management of such students requires parental involvement, proper use of the available resources, good communication etc.

#### **5.4 Recommendations**

On the basis of the comprehensive study findings, the researcher made the following recommendations to the concerned stakeholders.

Incentives should be given to the students so that they can enjoy what they do which will eventually improve on their excellence and hence yield results.

There should be more awareness and institutionalization of the notion of social economic status so that they can readily know its outcome.

The government through the ministry of education and other stakeholders should provide educational materials in different forms that is to say teaching, compensatory and assertive materials.

Good communication should be used at school and in the community like understanding there difficulties and conditions, thus using the language that does not remind them of their situation they underwent or are still undergoing.

#### **5.5 Suggestions for further studies.**

The researcher concentrated much on the variables with the topic. "The relationship between social economic status and academic excellence among secondary school students in Tororo district" and the researcher came out with the following suggestions.

The researcher recommends further research and base line study on appropriate approaches suitable for learners from low and difficult socio-economic status. This will help the stakeholders such as government, educators, curriculum developers among

others in planning and improving the quality of education and academic excellence of earners.

A replica of the same study should be conducted in other areas of Tororo district and other districts in Uganda. This will help establish the general overview of academic excellence.



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## **APPENDICES**

### **APPENDIX I: TRANSMISSION LETTERS TO THE HEAD TEACHERS.**

Head Teachers,  
Mulanda sub-county  
Dear Sir /Madam,

#### **RE: PERMISSION TO USE SCHOOL FOR RESEARCH**

I am a graduating student from Kampala International University. I am writing in request for permission to carryout research in your institution.

The Research is based on the "Relationship between socio-economic variables and students' education attainments in selected secondary schools.

Any assistance rendered to me to complete the research will be highly appreciated.

Yours truly,

.....

**ADONGO MOREEN**

## APPENDIX II A: QUESTIONNAIRE FOR TEACHERS

### KAMPALA INTERNATIONAL UNIVERSITY

### COLLEGE OF EDUCATION, OPEN DISTANCE AND E-LEARNING

Dear Respondent,

I request you to kindly fill in this academic based questionnaire intended to study the relationship between social economic status and academic excellence among secondary school students in Mulanda sub-county Tororo district.

#### SECTION A: ABOUT YOU

1. What is your gender? (Tick)  
(a) Female ☐ (b) Male ☐
2. What group do you belong? (Tick)  
(a) 18-25 years ☐ (b) 25-35 years ☐  
(c) 35-45 years ☐ (d) 45-55 years ☐  
(e) 55 years and above ☐
3. What is your religion? (Tick)  
(a) Catholic ☐ (b) Protestant ☐  
(c) Moslem ☐ (d) Traditionalist ☐  
(e) Others ☐
4. What is your level of education?  
(a) Degree ☐ (c) Diploma ☐  
(b) Certificate ☐ (d) S.6 ☐

5. What is your teaching experience?
- (a) 1-3 years ☐ (c) 5-7 years ☐
- (b) 35 years ☐ (d) 7-10 years ☐
- (e) 10 years and above ☐

### SECTION B: About your school

6. How many students live under low or difficult socio-economic status in your school?

Forms/class	Boys	Girls	Total
1			
2			
3			
4			
<b>Total</b>			

7. How many students have neat, clean and complete uniforms including school shoes and socking?

Form/class	Boys	Girls	Total
1			
2			
3			
4			
<b>Total</b>			

8. To which occupation do most of the parents in your school belong? (Tick)

- (a) Employment      yes ☐      No ☐
- (b) Doing business      Yes ☐      No ☐
- (c) Farming      Yes ☐      No ☐
- (d) None of the above      Yes ☐      No ☐

9. According to you, which are the factors that lead to difficult socio-economic status?

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_

10. Choose by taking the factors leading to difficult economic social status in your school area?

- (a) Economic ☐
- (b) Natural calamity ☐
- (c) Political insecurity ☐
- (d) HIV/AIDS ☐
- (e) Cattle rustling ☐

11. Do most of your students come from their homes or normally sleep away from them? (Tick)

- (a) Yes ☐
- (b) No ☐
- (c) I don't know ☐

12. Has the teacher's parent's involvement been found to be a successful approach to the teaching of student under low socio-economic status in your school? (Tick)

- (a) Strongly agree ☐
- (b) Agree ☐
- (c) not sure ☐

13. Do students living under low/difficult economical-social status learn the way as ordinary students?

- (a) Yes ☐
- (b) No ☐
- (c) Not sure ☐

14. Would you let your students go to children's homes especially those living under difficult socio-economic status if the chance comes?

(a) Yes ☐ (b) No ☐ (c) Not sure ☐

## APPENDIX II B: QUESTIONNAIRES FOR THE LEARNERS

### SECTION A: About you

1. What is your gender? (Tick)  
(a) Female ☐ (b) Male ☐
2. What group do you belong? (Tick)  
(a) 12-15 years ☐ (b) 19-22 years ☐  
(c) 15-19 years ☐ (d) 22-25 years ☐
3. What is your religion? (Tick)  
(a) Catholic ☐ (b) Protestant ☐  
(c) Moslem ☐ (d) Others ☐
4. Which class do you study? (Tick)  
(a) S.1 ☐ (b) S.2 ☐ (c) S.3 ☐ (d) S.4 ☐  
(e) S.5 ☐ (f) S.6 ☐
5. Are both of your parents alive?  
(a) Yes ☐ (b) No ☐
6. What are your parent's occupations?  
(a) Business ☐ (b) farming ☐  
(c) Employment ☐ (d) others (specify) ☐
7. How many meals can you afford to have per day?  
(a) Three ☐  
(b) Two ☐  
(c) One ☐  
(d) Others (specify) ☐

8. Do you always sleep at home?

(a) Yes ☐ (b) No ☐

9. If no, where do you sleep?

.....  
.....

10. What difficulties do you encounter at home?

- i. ....
- ii. ....
- iii. ....
- iv. ....

11. What difficulties do you encounter at school?

- i. ....
- ii. ....
- iii. ....

12. Would you wish to go to children's home is given to you?

(a) Yes ☐ (b) No ☐

13. In your own words, how best can you be helped to attain your education successfully? List down.

- i. ....
- ii. ....



## APPENDIX I1

### ESTIMATED RESEARCH BUDGET

This is the estimate cost and expenses that the researcher met during the course of research study.

Items	Quantity	Unit cost	Amount
Stationary			240,000=
Ream of ruled paper	2	12,000	24,000=
Pencils	5	500	2500=
Box files	5	900	4,500=
Note books	1	4,500	4,000=
Transport	4	1,000	90,000=
Preparing questionnaires interview guide	Lump sum	Lump sum	20,000=
Editing data, printing and binding		100,000	100,000=
Air time		50,000	20,000=
Umbrella	1	5,000	5,000=
Motivation and refreshment			60,000=
Miscellaneous		50,000	50,000=
<b>Total</b>			<b>389,500=</b>

**APPENDIX II1**  
**TIME FRAME**

Activities	Duration (months) year 2017					
	Dec	Jan	Feb	March	April	May
A pilot study						
Study analysis						
Proposal design						
Proposal development						
Submission of proposal for approval						
Final report writing and submission						