EFFECT PARENTAL SOCIO-ECONOMIC STATUS ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KAGADI TOWN COUNCIL,

KAGADI DISTRICT

BY:

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN DISTANCE AND E-LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELOR'S DEGREE IN ARTS WITH EDUCATION OF KAMPALA

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DECLARATION

I, **Mbabazi Kisakye** declare that the findings of this study are a result of my own original work, unless otherwise stated by reference and has never been submitted in any other Institution of higher learning to the best of my knowledge.

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APPROVAL

I certify that this research report by **Mbabazi Kisakye** with registration number **1153-07234-00176** was carried out in Kagadi Town council, Kagadi District under my supervision and is ready for submission to the College of Education Open Distance and e-Learning, Kampala International University (K.I.U).

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MS. NAKIBUULE SAUDA

DEDICATION

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This work is dedicated to my brothers Abigaba Kisakye and Alinaitwe Kisakye may you also get the urge to further your studies to even higher than this one of mine.

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I would like to extend my acknowledgement to the Almighty God for the gift of life and without His grace i would not have been able to successfully complete this report. I would like to thank my supervisor Ms. Nakibuule Sauda for her guidance, devotion and patience throughout this study, without her guidance, the completion of this work would not have been success. I would also like to acknowledge the College of Education, Open Distance and e-Learning Kampala International University that made it possible for me to complete successfully my Degree program. Special thanks go to my lecturers Ms. Doborah Taligola, Dr. Semugenyi Fred, Dr. Ssekajugo Derrick, all of Kampala International University, who greatly guided me in the development of the Research Report.

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TABLE OF CONTENTS

2

DECLARATION i
APPROVALii
DEDICATIONiii
ACKNOWLEDGEMENT iv
LIST OF TABLES
ABSTRACT ix
ABBREVIATIONS AND ACRONYMSx
CHAPTER ONE1
INTRODUCTION
1.0. Introduction1
1.1. Background to the study1
1.2. Statement of the Research problem2
1.3. Purpose of the study2
1.4. Objectives of the study2
1.5. Research Questions
1.6. Significance of the study
1.7. Hypothesis of the study

1.7. Trypottesis of the study.	5
1.8. Scope of the study	4
1.9. Operational Definitions of key terms.	4
1.10. Conceptual framework	.5

CHAPTER TWO	6
LITERATURE REVIEW	6
2.0. Introduction	6
2.1. Conceptual review	6
2.2. Contextual Review	6
2.2.1. Parents' income and students' academic performance.	6
2.2.2. Parents' level of education and students' academic performance	7
2.2.3. Parents' occupation and students' academic performance	8

2.3. Theoretical Review.	9
2.4 Review of Related literature	.10

CHAPTER THREE	14
METHODOLOGY	14
3.0. Introduction	14
3.1. Description of the area of the study	14
3.2. Research Design	14
3.3. Target population	14
3.4. Sample size and sampling procedure.	15
3.5. Research instruments	16
3.5.1. Validity	16
3.5.2. Reliability of Instruments	16
3.6. Data collection Procedure	16
3.7. Data Analysis Techniques	17
3.8. Ethical Considerations	

CHAPTER FOUR	19
DATA ANALYSIS, INTERPRETATION AND PRESENTATION	19
4.0 Introduction	19
4.1 Questionnaires Return Rate	19
4.3 Background Characteristics of the Respondents	19
4.3.1 Respondents Distribution by Gender	19
4.3.2 Distribution of Students by Age	20
4.3.3 Distribution of Teachers by age.	20
4.3.4 Teachers' Professional Qualification	21
4.3.5 Teachers' Working Experience	21
4.4 School Type	22
4.5. Students' Academic Performance in Kagadi Town Council, Kagadi District	22
4.6 Discussion of Research Objectives	23
4.6.1 Parents' Income and Students' Academic Performance	23

4.6.2 Parents' Level of Education and Students' Academic Performance
4.6.3 Parents' Occupation and Students' Academic Performance
4.6 Discussion of Open Ended Questions from Parents' Interview Schedule
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS
5.1 Introduction
5.2 Summary of the findings
5.3. Recommendations of the study
5.4. Recommendation for further Research
REFERENCES
REFERENCES36APPENDICES37APPENDIX A: QUESTIONNAIRE37APPENDIX B: QUESTIONNAIRE FOR CLASS TEACHERS42APPENDIX C: INTERVIEW GUIDE46APPENDIX D:48A SKETCH MAP OF UGANDA SHOWING THE LOCATION OF KAGADI DISTRICT48APPENDIX E. BUDGET ESTIMATE FOR THE RESEARCH STUDY49

ż

LIST OF TABLES

5

Table 3.1. Below Shows A Summary Of The Sample Size Of The Respondents To Be	
Selected;	15
Table 4.1 Questionnaires Return Rate	19
Table 4.2 Respondents Distribution by Gender Respondents.	20
Table 4.3 Distribution of Students by Age.	20
Table 4.4 Distribution of Teachers by age	21
Table 4.5 Teachers' Professional Qualification	21
Table 4.6 Teachers' Working Experience in Years	22
Table 4.7 Students' Academic Performance	23
Table 4.8 Parents' Income and Students' Academic Performance	24
Table 4.9 Parents' Income and Students' Academic Performance	25
Table 5.0 Teachers Opinions on Parents' Income and Students' Academic Performance	26
Table 5.1 Parents' Level of Education and Students' Academic Performance	27
Table 5.2 Parents' Level of Education and Students' Academic Performance.	28
Table 5.3 Teachers' Responses on Parents' Level of Education and Students' Academic	
Performance (Basing on Teachers' Responses)	29
Table 5.4 Parents' Occupation and Students' Academic Performance.	30
Table 5.5 Students' Responses on Parents' Occupation and Students' Academic	
Performance.	31
Table 5.6 Discussion of Open Ended Questions from Parents' Interview Schedule	33

ABSTRACT

The purpose of the study was to investigate the influence of parental socio-economic status on students' academic performance in selected secondary schools in Kagadi Town Council, Kagadi district. The study sought to determine the influence of parents' income, educational level and occupation on students' academic performance. A descriptive survey design using a sample of 80 students, 8 teachers and 20 parents' representatives were used to execute the study. Questionnaires were used to collect the information from students and teachers while interview schedule were employed to collected information from parents. Quantitative data from the questionnaires were analyzed using descriptive and inferential statistics using statistical package of social sciences (SPSS) and then presented in tables. The qualitative data from the questionnaire were managed through thematic technique. The target population was parents' representatives, teachers and students of selected secondary schools in Kagadi Town Council. The findings of the study were that parents' income, parents' level of education and parents' occupation positively influences students' academic performance to a greater extent.

In order to improve students' academic performance the study recommends that, the government increase bursary allocation to students from poor families to retain them in school.

ABBREVIATIONS AND ACRONYMS

- SES- Socio Economic Status
- SPSS- Statistical Package of Social Science
- UCE Uganda certification of education
- CEODL- College of Education, Open distance and e-learning
- PTA Parents Teachers' Association
- SA Strongly Agree
- A Agree
- U Undecided
- D Disagree
- SD Strongly Disagree

CHAPTER ONE INTRODUCTION

1.0. Introduction.

This chapter consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, scope of the study, significance of the study and operational definitions of the key terms.

1.1. Background to the study.

Education is a fundamental human right, the key to sustainable development, a crucial tool for effective participation in societies and it enhances peace and stability among countries (Ninomiya, 2003). Posse and Melgosa (2002) identified three environments that must come into play in the educational process which include; the family, the school and the community. The researcher opined that for a successful educational process to be realized the objectives of these three environments must be harmonized.

Ford and Harris (1997) examined parental influences on African-American students school achievements. They focused on parents' level of education, marital status and family income and found out that children from high and middle social-economic families are exposed to a better learning environment at home. This is because of provision and availability of extra learning like computers, televisions, radios, different types of reading material among others. They maintained that most students in low social economic status families are not exposed to these learning facilities.

Ngorosho (2010) found four key variables as significant indicators of home environment that is conducive for learning in rural Eastern Tanzania. These variables include; father's and mother's education, source of light, house hold materials and academic materials like books for school subjects in the homes. She maintained that these variables play a pivotal role in children's education.

Harris (2006) posted that for proper social and emotional development, students require a strong and reliable primary care giver who provides unconditional love, guidance and general support. They also require safe, predictable and stable environment. Children raised from arid regions like Tana River County are much less likely to these vital needs met than their counterparts from regions with favorable conditions. Most families in these regions tend to practice pastoralism. This occupation entails moving from place to place in search of greener pasture and water for animals. Parents tend to be overworked; they are over stressed and authoritarian with children and fail to form solid, healthy relationship with their children leading to emotional and social challenges which may translate to poor academic performance (Ahnert and Pinquart, 2006).

1.2. Statement of the Research problem.

The poor performance in Kagadi Town council, Kagadi District has been associated with high levels of indiscipline from students, lack of commitment from parents, teachers and inefficient administrators in secondary schools. In order to improve performance much has been done to improve the level of discipline in many of these schools, the ministry of education and other stakeholders have done much to put in place efficient administration. In spite of all these, student's academic performance in Kagadi Town council has not significantly improved. Therefore, it is important to establish other factors that influence academic performance in Kagadi Town council outside those that are perceived. Such factors may emanate from parental factors in which students come from as they have always received inadequate attention from parents. This study therefore focuses on the influence of parental factors on academic performance of students in secondary schools in Kagadi Town council, Kagadi District. Such parental factors may include; parents' level of education, parents' occupation and parents' income levels. Therefore, the study sought to determine the influence of parents' social-economic status on students' academic performance in Kagadi Town council, Kagadi District.

1.3. Purpose of the study.

The purpose of the study was to determine the effect of parental social-economic status on students' academic performance of secondary school students in Kagadi Town council, Kagadi District.

1.4. Objectives of the study.

The study was guided by the following objectives.

i. To determine the influence of parents' income on students' academic performance in secondary schools in Kagadi Town council, Kagadi District.

- ii. To examine the influence of parents' occupation on students' academic performance in secondary schools in Kagadi Town council, Kagadi District.
- iii. To examine the extent to which parents' level of education affects students' academic performance in secondary schools in Kagadi Town council, Kagadi District.

1.5. Research Questions.

- i. How does parents' income influence students' academic performance in secondary schools in Kagadi Town council, Kagadi District.?
- ii. How does parents' occupation affect students; academic performance in secondary schools in Kagadi Town council, Kagadi District.?
- ii. To what extent does parents' level of education affect students' academic performance in secondary schools in Kagadi Town council, Kagadi District?

1.6. Significance of the study.

The study will be significant to the parents, teachers and educational researchers because the information collected by the researcher will actually contribute to their general understanding of the effect of parental social-economic status on students' academic performance.

The ministry of education and policy makers in education sector may also use the findings in this study to address the problem of poor performance in Kagadi Town council, Kagadi District.

This study will also contribute to the body of knowledge in general by providing direction to future researchers who may wish to further their investigation on similar topic.

Through this study, religious organizations and non-governmental organizations will understand the influence of parents' social-economic status on students' educational success and thus obtain appropriate knowledge on how best to contribute or participate in education sector.

1.7. Hypothesis of the study.

HO: There is no significant relationship between parental socioeconomic status and students' academic performance of secondary schools.

II1: There is significant relationship between parental socioeconomic status and students' academic performance of secondary schools.

1.8. Scope of the study.

Content scope

The study was concerned with determining the effects of parental socio-economic status on students' academic performance in secondary schools in Kagadi Town Council, Kagadi District. It was based on three objectives which were; to determine the influence of parents' income, parents' occupation and parents' level of education on students' academic performance in secondary schools in Kagadi Town council, Kagadi District.

Geographical scope

The study was conducted in selected secondary schools in Kagadi Town Council, Kagadi District among these schools include; Bunyoro college SS, Kagadi peoples' SS, Kagadi academy SS, and London college SS.

Time scope

The study was conducted in 5 months that is from January to May 2018. starting with identification of the research problem in January problem, proposal writing and submission by march and finally report writing and submission by May.

Theoretical scope

The study was guided by the social conflict theory by Marx, (1884) who proclaimed that the history of societies is a history of class.

1.9. Operational Definitions of key terms.

Social-economic status: This refers to individuals /group's demographic, social and economic position in relation to others. In this study, the social-economic status was measured in terms of parents' level of income, level of education and occupational status.

Occupation: This is an activity that serves as one's regular source of livelihood. In this study, occupation was measured in terms of, parents' work content, occupational prestige (formal and informal occupation), occupational class and occupation as an indicator of education/ skills and income.

Level of education: This means the stage one reached educationally from primary level, secondary level, tertiary level/ college or university level.

Academic performance: This is the outcome of the students after assessments. This study measured academic performance basing on average grade scored by students in exams.

Education: This is the act/ process of imparting or acquiring particular knowledge or skills, especially at a school, college or university. In this study, education was measured through the analysis of the data such as scores/grades obtained from educational assessments.

Income: This refers to the monetary payments received for goods or services, or from other sources, such as rent or investments. In this study, income levels were measured basing on the total monetary payments of parents' goods or services, rents or other investments.

1.10. Conceptual framework.



Figure 1.1: conceptual framework.

This conceptual framework presents independent variables such as parents' income levels, parents' level of education and occupation. The interaction of these variables determines the outcomes of students in academics as shown above.

CHAPTER TWO LITERATURE REVIEW

2.0. Introduction.

This chapter reviews literature on the "effect of parental social-economic status on students' academic performance in Kagadi Town council, Kagadi District". The themes of this study include: parents' level of income, parents' level of education and parents' occupation and students' academic performance. Finally, the chapter provides a discussion of the conceptual definition of the key terms, theoretical framework and conceptual framework.

2.1. Conceptual review

According to Bradley and Corwyn, (2002), define Socio-economic status(SES) as a multidimensional construct typically indexed by education, income, and occupation.

Academic performance in this study was perceived as the degree of achievement by students in their class assessments, midterm exams, terminal and national examinations. Thomas and Marshall, (1999), described performance as actions of a person or group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment in carrying out of a task, course or assignment.

Derek, (1981), argues that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skill. Therefore, academic performance has to do with a learner's scholastic ability and attainment as regards his/her work and this is measured through tests, exams, course works and assignments.

2.2. Contextual Review

This section comprises of literature review on parents' income, occupation and education level on students' academic performance.

2.2.1. Parents' income and students' academic performance.

According to Zhang (2012) in his study on students and their families' in China on lower primary school children, he established that there is a relationship between students' reading skills, verbal interaction and phonological awareness to their family level of income. The results showed that low income children exhibited lower levels of cognitive linguistic skills, lower verbal interactions and lower phonological awareness and generally lower academic performance than their counterparts from high and middle income families.

It also showed that children from higher income families were proficient in reading skills than those from lower income families although the research examine early childhood pupils but it can be focused on students in secondary schools.

Sean (2013) presents in his comprehensive study how students from families with high incomes are having best performance than those from low income families. This study took place in United States of America and he posited that the impact of parents' income can be shown in the early timing of students' learning. He maintained that parents of higher income take their children to school earlier than their lower income counterparts because they afford to take their children through pre-school learning and this has greater impact in their later educational outcomes since it provides them with the required cognitive and social development. This is unlike their lower income counterparts who do not afford pre-school learning for their children and prefer having their children commence learning from class one (grade one) onwards. However, the researcher is aware that low income parents are also eager and desire to take their children to school earlier as their counterparts in high income families.

The project "children's level of living-the impact of family income was carried out in the year 2000 in Norway by Norwegian social research". The main of the project was to study the relationship between family income and their everyday life of their children. The focus was on the families with low income and the result showed a positive correlation between families' income levels and children's everyday life, that's to say, the children from low income families had poor living standards. The researcher (Norwegian social research) only focused on how parents' income affects academic performance of students.

2.2.2. Parents' level of education and students' academic performance.

Generally, tradition research has reviewed that more highly educated parents and especially mothers has greater success in providing their children with cognitive and language skills that contribute to their success in schools (Stich and McDonald, 1990). It is also believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children. They expect their children will earn good

grades, behave well in schools and attend college. These expectations and confidence in their children motivate them to do well at school. The confidence parents have in their children also helped them to build their own confidence and self-concept which is important in their education (Mallan, 2009).

However, parents' over expectations might also cause stress to their children which translates to poor educational attainments. Ecdes (2005) pointed out that children learn by example often through observations at home. If a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries among other activities, all translate into a number of learning experiences that will help them to achieve the best in education. Ranna (2015) carried out a study on the relationship between the parents 'level of education and academic performance of their children in south Punjab town, Pakistan. The results showed that there was a significant positive relationship between parents' level of education and students' academic performance. There is a gap here, in that the researcher carried out his study in urban area to find out the effect of parental social-economic status on students' academic performance.

Jamila (2009) conducted a study on the effect of parental level of education on students' level of education on students' academic performance in Norway. The results of the study indicated that there was a positive correlation between parental level of education and their children's academic performance. There is a gap here that leaves a window for further study as all the social economic factors were not exhausted. The research did not look at how parents' occupation and income affect children's academic performance, this gap in knowledge was filled by this study.

2.2.3. Parents' occupation and students' academic performance.

Parents are the primary persons in raising children in any society, that is why the family is regarded as the primary agent of socialization (Adekey, 2002). It is through parents' occupation and efforts that children are socialized to become productive citizens in education and general life (Adekey, 2002). Mudassir and Abubaker (2015) conducted a study on "the impact of parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia". The result showed that students from family with formal occupation perform well than those with informal occupation.

However, the researcher did not give any details on the time the parents spends on occupation (whether formal or informal) affects students' academic performance. This gap was filled by this study. Gratz (2006) opined that parents in inferior occupation earn lower incomes and often have to work long hours and there they are often left with less time spent with their family members and getting more involved in their children's education activities. However, it is also important to note that not all parents in inferior occupation work for long hours.

Mohammed, (2012) conducted a study on the "impact of parents' profession on their children's learning English in Pakistan". The results revealed that for learning English, parents' profession have a positive correlation on it that varies with respect to their profession. In this study, Mohammed found out that children whose parents have more advanced and better profession live in places where English language is spoken fluently and therefore, they are more conversant with the language than those children from parents with inferior profession. The study only focused on learning of English but this research was focused on general academic performance of secondary school students.

2.3. Theoretical Review.

The idea behind a theory is to classify issues and to have guiding principles as well as direction for the explanation and interpretation of social phenomena (Otite and Ogionwo, 2006). The study was guided by the social conflict theory.

The social conflict theory states that, individuals and groups (social classes) with in a society interact on a basis of conflict rather than consensus. The theory looks at society as competing for limited resources and each individual participant and its group struggle to maximize the benefits, which inevitably contributes to social change such as political change and revolutions (Randall, 1975). Marx, (1884) proclaimed that the history of societies is a history of class struggle. For example, there is a struggle in those in power / the rulers and the ruled, rich and poor, educated and un educated, those who are economically powerful and the poor. In other words, there is endless struggle between those without privileges who wish to acquire them and those with privileges who wish to get more or prevent others from taking what is available.

The conflict theorists see education as a tool used by the ruling classes and the wealthy to perpetuate social inequality by controlling both access to education and the type or value to education. Conflict theory manifests itself in Kagadi Town council in relation to other areas in the district where there are inadequate school facilities, shortage of teachers, poor infrastructural development like schools and roads, poor communication network among others. This could be the reason as why Kagadi Town council exhibits poor academic performance in relation to other more developed areas in the region.

There may also be conflicts between teachers' employer and teachers in Kagadi Town council in which teachers constantly seek to be transferred to more developed areas with favorable climatic conditions against the wish of the employer (Cobbold, 2006). This constant tension /conflict may also affect academic performance in the area.

2.4 Review of Related literature

The concept of socioeconomic status has received wide spread attention from many scholars. According to American psychological association (2001), a study on the relationship of family socioeconomic status to children across all the socioeconomic groups, they found out that parents face major challenges in providing optimal care and education of their children. Poor families have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills in activities such as reading to and with their children, and may lack information about childhood immunization and nutrition which affects a child's physical and mental health. Mc Neal (2001) also pointed out in this study that socioeconomic status tends to override other educational influences such as family size and parental involvement.

Woolfolk (1998) and Nwachukwu (2000). conducted their study on socioeconomic and behavior of students, found out that socioeconomic status has a profound impact of students' attitudes and behaviors at school.

According to durojaiye (1976) studied the effects of some socioeconomic status variables, on pupils' academic achievement using socioeconomic background, family size and parental occupation. The findings of the study were that children from low socioeconomic status homes performed badly in school because their parents could not provide scholastic materials that can foster learning at home and school. He asserted that children from poor homes were often subjected to malnutrition problems and rarely afforded a balanced diet. Similarly, Banks (1991)

found that the socioeconomic status of the family influenced the academic achievement of a child. The findings also indicated that extreme poverty exerted a negative influence on a school.

Eamon (2005) found out that the relative social class of a student also affects academic achievement of students from low socioeconomic backgrounds who attend poorly funded schools and do not perform as well as students from high social classes. He also added that students who have a low socioeconomic status earn lower test scores and are more likely to drop out of school. According to Siegfried (1998), low socioeconomic status students have been found to score about 10 percent lower than higher socioeconomic status students in the national assessment of education programs.

According to Eamon (2005), Major Banks (1996) and Jeynes (2000) found out that the low socioeconomic status negatively affects academic achievement because it prevents access to vital resources and creates additional stress at home. The economic hardships that are caused by low socioeconomic status leads to disruptions in parents and single parent households (Eamon 2005). for these reasons socioeconomic status is closely tied to home environment and one could argue that socioeconomic status dictates the quality of home life for children.

Hill et al (2004) argued that socioeconomic status of parents does not only affect academic performance, but also makes it possible for children from low background to compete well with their counter parts from higher socioeconomic background under the same academic environment.

Hushak (1971) studied several factors that has a major impact on learning inputs and students' achievements. Amount the inputs studied, it was discovered that, lower-achieving students depends more on teachers than higher-achieving students because they have less educated parents and limited access to other learning inputs. This why low achieving students study more and maintain help from their educated parents. To these students, the teacher is the primary skilled teaching input rather than the parent. The parents' educational attainment level was used as basis to determine the education atmosphere of home environment. In this regard, parents are educators in the home and since students spend the majority of their time at home, their parents are primary learning input of these students. The findings further states that parents who have at

least a bachelor's degree are private teachers to their children, and are better qualified in one or more subject of knowledge than any of the teachers in the school.

Hushak (1973), Levine (1980), Stephenson and Baker (1987), Youniss and Smoller (1985), gathered information from both mothers and fathers concerning higher education attainment levels. Hushak (1973), in his study he clearly found out that the fathers' education variable has the greatest effects on students' success. Father's education level is the leading determinant of the high quality of the teaching input. However, the studies by Levine (1980) and Stephenson, and Baker (1987), Youniss and Smoller (1985), indicates that the education of the mothers affects many areas of the child's educational endeavors. First, educated mothers are more likely to adopt parental investment strategies designed to maximize the life chances of the student, such their probability of survival, healthy and economic success.

In addition, a well-educated mother might be more concerned and knowledgeable about obtaining educational credentials for their children by supervising their school attendance, transferring them to better schools and providing supplementary teaching were necessary. More educated women might be more likely to choose husbands who share some of the tendencies mentioned above. Their spouses may also be wealthier and therefore would be better able to provide the resources needed to attain their children's educational goals. Finally, the more educated mothers can provide their children with more useful forms of instruction, self-perception, encouragement, interaction and exposure, thus transmitting skills and shaping their psychological development in distinctive ways.

Laaso (1975, 1977 and 1982), found out that mothers who are well educated affect the cognitive abilities of their children. When socioeconomic status is compared to material education, it becomes a salient family determinant of students' scholastic and academic achievement.

(Adekey, 2002).Mudassir and Abubaker (2015) conducted a study on "the impact of parents' occupation on academic performance of secondary school students in Kuala Terengganu, Malaysia". The result showed that students from family with formal occupation perform well than those with informal occupation.

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CHAPTER THREE METHODOLOGY

3.0. Introduction

This chapter focuses on overall methodology that was used in the study. Includes; discussion of the study area, tools the researcher used to collect data for the study, the data analysis techniques among others.

3.1. Description of the area of the study.

The study was conducted in Kagadi Town Council, Kagadi District. Kagadi town council is located in Buyaga East County, approximately 95kilometers(59ml) South West of Hoima. It lies on latitude '30°48'39.0E and longitude:0 ° 5628.0 N.

The selection of this area was based on the following reasons; first, the area has the highest number of secondary schools, also Kagadi Town Council exhibit poor performance in UCE Exams.

3.2. Research Design.

This study adopted a descriptive survey research design. According to Mugenda and Mugenda (2003), descriptive survey entails systematic and empirical inquiry in which the researcher does not have a direct control of independent variables as their manifestation has already occurred. The main rationale for using this design is that it allows in-depth study of the subject matter and it is suitable to describe attitudes, views, options and behavior patterns of people. Descriptive survey design allows a researcher to study how the independent variables affect the dependent variable.

3.3. Target population.

Target population is the entire group of individuals or objects to which a researcher is intended in generalizing the conclusions of a research (Best and Karn,1996). The target population for this study included students, parents and class teachers of selected secondary schools in Kagadi Town Council.

Class teachers were involved in the study because they are involve in monitoring students' school attendance, assessment and evaluation of students, and they also know students very well in terms of their weaknesses, strength and general behavior.

Students were involved in the study because they the ones directly affected by parental socioeconomic status thus they are rich in formats.

Parents also participated in the study because they are the main subject of concern whose socioeconomic status directly impacts students' academic achievements.

3.4. Sample size and sampling procedure.

A sample is a group in a research study from which information is obtained (Hont and Tyrrell, 2001). According to Best and Kahn, (1993) the ideal sample is that which is large enough to serve as an adequate representation of population about which the researcher wishes to make generalization and small enough to be selected economically in terms of expense and complexity of data analysis.

This study took a sample size of four secondary schools and in each school, 20 students (10 from senior four and 10 from senior Three), 2 class teachers from each secondary school and also 20 parents representatives were selected to engage in the study. Therefore, the total number of respondents of this study were 108.

For the purpose of this research, the researcher used simple random sampling technique. This technique was used because it allows every member of the population to be selected without bias and it is also easy to use (Mugenda and Mugenda, 2003).

The researcher also employed manual lottery method to generate a simple random sample whereby each member of the population was assigned with a number. Then numbers were drawn at random to comprise the sample group and thus they had equal chance of being selected.

Table 3.1. below shows a summ	ary of the sample size o	of the respondents to 1	be selected;
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Category	Sample	Sampling technique
Students	80	Purposive and random
Class teachers	08	Purposive
Parents	20	Purposive
Total	108	

Source; Field study, 2018

3.5. Research instruments.

The information of this study was gathered by using questionnaires and interview schedule as the main research instruments. These instruments had both closed and open ended questions and were also divided into two sections. The questionnaires were administered to students and class teachers while parents were engaged in interviews.

3.5.1. Validity.

Validity is the degree to which measuring instruments provide adequate coverage of the topic under study (Mugenda et al, 1999). This study used content validity which is the type of validity that shows the extent to which the elements of the research questions and objectives are presented in the study (Mugenda and Mugenda, 1999).

The researcher requested experts in the field of research to evaluate relevancy of items contained in these instruments in deriving the information for this study. Their inputs, suggestions and clarifications were incorporated to improve the instruments. Then, the instruments were piloted in one school in Kagadi Town Council, Kagadi District to establish their validity and adjustments were made to access the questionnaires in relation to the objectives of the study.

3.5.2. Reliability of Instruments.

Reliability refers to the extent to which the instruments would be consistent in measuring what they are supposed to measure (Mugenda and Mugenda, 1999). Random errors may arise from unclear instructions to the respondents, ambiguous questionnaires or attention deficit during interviews.

The researcher maximized random errors by cross-checking the questionnaires during piloting. This study used test-re-test technique to ascertain the reliability of the research instrument. The questionnaires were administered twice by the researcher by the same group after two weeks' interval and this assisted the researcher to establish whether the responses given were consistent.

3.6. Data collection Procedure.

For the purpose of this study, both primary and secondary data were used to acquire the information needed to make conclusions. The researcher obtained an introduction letter from CEODL. The researcher then reported to head teachers of selected secondary schools with in

Kagadi Town Council, Kagadi District. After when granted permission from head teachers of selected schools, the researcher then distributed questionnaires personally to students and teachers.

Students were given instructions by the researcher on how to fill and complete the questionnaires. All items in the questionnaires were filled up before being collected by the researcher from the respondents on the same day for analysis. The interviews of parents were conducted during PTA meetings in some of the selected schools in Kagadi Town Council.

3.7. Data Analysis Techniques.

According to Polit and Hungler (1997), data analysis means to organize, provide structure and elicit meaning. The data collected in this study were coded and tested for completeness and then analyzed using descriptive and inferential statistics using statistical package of social science (SPSS) and then presented in tables.

Descriptive statistical techniques (frequencies and percentages) were employed to analyze the field data from the questionnaires to assist in interpretation of the data.

3.8. Ethical Considerations.

According to Mugenda and Mugenda (2003), ethical considerations are critical for research. Leedy and Ormrod (2005), affirms that most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy, and honesty with professional colleagues.

In this study, ethical guidelines for conducting research were embraced to ensure that ethical values are not violated. That is, before the field to collect data, the researcher obtained an introductory letter from the CEODL, KIU. Then after, the researcher presented it to the head teachers of the selected schools in Kagadi Town Council to seek for permission to conduct the study in their schools.

The researcher acquired permission from parents through the head teachers of the selected schools. The researcher introduced rapport with the respondents by being sincere and respectful and he ensured that the purpose for the study and its potential benefits are clearly explained to the respondents and their participation in the study was on voluntary basis.

Further, the participants assured that the study is for purely academic purpose only and finally the researcher remained objective and ensured that findings, conclusions and recommendations were based only on the data collected.

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CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.0 Introduction.

This chapter presents the data analysis and discussion of the findings while answering the research questions outlined in chapter one. The main rationale of this chapter is to present the analyzed data and its interpretation.

4.1 Questionnaires Return Rate.

A total of 108 respondents with 80 of them being students, 8 being teachers and 20 parents participated in the study. The results of questionnaire return rate are presented in the table 4.1 below:

Table 4.1 Questionnaires Return Rate.

Respondents	Returned	Not returned
Students	80 (100%)	0(0%)
Class Teachers	08(100%)	0(0%)
Total	88(100%)	0(0%)

The table 4.1 above shows that all the questionnaires were returned by the students and teachers in this study. This shows that data was collected from all the intended sample of students (80) and class teachers (08) therefore, a good representation as proposed by the researcher. The researcher made a follow up of the distributed questionnaires so as to ensure that respondents returned them.

4.3 Background Characteristics of the Respondents.

4.3.1 Respondents Distribution by Gender.

The gender of sampled students and teachers was obtained and presented as shown in the table 4.2 below:

Respondents	Male	Female
Students	45(56%)	35(44%)
Class teachers	05(65%)	03(35%)
Total	50(57%)	38(43%)

Table 4.2 Respondents Distribution by Gender Respondents.

From the table 4.2 above it is evident that majority of the interviewed students were male with 56% while female students were 44%. 65% of the class teachers were male while 35% were female.

4.3.2 Distribution of Students by Age.

Data on the distribution of students by age is shown in table given below:

Table 4.3 Distribution of Students by Age.

Age in years	Frequency	Percentage(%)
Below 16	05	06
16-18	45	56
Above 18	30	38
Total	80	100

Tables 4.3 above indicates that majority (56%) of the students were 16-18 years of age while the minority (6%) were below 16 years of age. Those above 18 years were 38% of the total number of students.

4.3.3 Distribution of Teachers by age.

Data on the distribution of teachers by age is shown in the table below:

Table 4.4 Distribution of Teachers by age.

Age in years	Frequency	Percentage(%)
Below 20	0	0.0
21-30	5	65
31-40	3	35
41-50	0	0.0
51-60	0	0.0
Above 60	0	0.0
Total	8	100

The table 4.4 above shows that majority (65%) of the teachers were 21-30 years of age while 35% were 31-40 years of age.

4.3.4 Teachers' Professional Qualification

Data on the Professional qualification of teachers who took part in this study is presented in the table below:

Table 4.5 Teachers' Professional Qualification

Category	Frequency	Percentage(%)
Doctorate	0	0.0
Masters' degree		0.0
Bachelors' degree	7 7 7	88
Diploma		12
Certificate		0.0
Total	8	100

Table 4.5 above indicates that majority (88%) of the teachers had bachelors' degree while only one teacher (12%) had a diploma. However, no teacher had Doctorate, Master's degree and certificate.

4.3.5 Teachers' Working Experience

The data on teachers' working experience is presented in the table below:

category	Frequency	Percentage (%)
Less than 5	7	87
6-10	1	13
11-15	0	0.0
16-20	0	0.0
21 and above	0	0.0
Total	8	100

Table 4.6 Teachers' Working Experience in Years

Table 4.6 above shows that majority (87%) of the teachers that participated in this study had a working experience of less than five years while only one teacher (13%) had a working experience of 6-10 years.

4.4 School Type

The majority (65%) of the schools that were selected to participate in this study were mixed day and boarding schools. 35% of the schools that participated in the study were mixed day school.

4.5. Students' Academic Performance in Kagadi Town Council, Kagadi District.

Class teachers were required to give the overall mean grade of their classes in the previous end of term three 2017 examination. The following data was obtained as recorded in the table below:

Mean Grade	Frequency	Percentage(%)
D1	0	0.0
D2	0	0.0
C3	1	12.5
C4	1	12.5
C5	0	0.0
C6	0	0.0
P7	1	12.5
P8	2	25
F9	3	37.5
Total	8	100

Table 4.7 Students' Academic Performance

(Source: Field data 2018)

The table above shows that majority of teachers (37.5%) stated that their class had mean grade of F9 in the previous end of term three examination. This is followed closely by 25% of teachers who stated that their classes had mean grade of P8. 12.5% of the teachers stated that their classes had mean grade of P7, C4 and C3 respectively in previous end term Three examination and no teacher out of the 8 teachers stated that their students had scored C6, C5 ,D2 and D1 in end of term three examinations. This shows that majority of students in the location of study exhibited poor academic performance.

4.6 Discussion of Research Objectives

The research objectives in this study were discussed in relation to other studies in the literature review.

4.6.1 Parents' Income and Students' Academic Performance

The first objective of this study was to determine the influence of parents' income on students' academic performance in secondary schools in Kagadi Town Council, Kagadi District. In order to achieve this objective, 80 students were required to state the approximate level of their parents' income and their corresponding academic performance (mean grade) in the previous end of term three 2017examination. Cross tabulation was done and the data is presented in the table below:

Table 4.8 Parents' Income and Students' Academic Performance

The Uganda National Examination Board uses the following grading scale in all secondary schools in the country: D1 (90-100 %), D2 (80-89 %), C3 (70-79%), C4 (65-69%), C5 (60-64%), C6 (50-59%), P7(45-49%), P8(35-44%) and F9(00-34%).

Parent's income (ugshs)	Student performance									Total
	D1	D2	С3	C4	C5	C6	P7	P8	F9	
100,000-200,000	0	0	10	5	2	3	4	6	15	45
210,000-300,000	0	0	5	5	1	0	3	6	2	22
310,000-400,000	4	2	1	1	0	0	0	0	0	8
Over 410,000	3	1	1	0	0	0	0	0	0	5
Total	7	3	17	11	3	3	7	12	17	80

From table 4.8 above it is indicated that an increase in income of the parents results in improvement in students' academic performances. This was evident through the results that indicated that most students who got D1 were from parents whose income was between 310,000 and above Uganda shillings. This can be attributed to the reason that more income can allow parents to buy student resources that helps in their performance. Majority of the students who got F9 were from parents whose income is between 100,000-300,000 Uganda shillings. This indicated that such parents with less income cannot afford to buy resources that help students in their performance.

Students were also asked to give their opinions on the influence of parents' income on students' academic performance. Therefore, they were required to fill a 5- Likert scale with Strongly agree (SA) = 5, Agree(A) = 4, Undecided (U)=3, Disagree(D)=2 and Strongly disagree(SD)=1. The responses are presented in the table below:

Parents' Income Status	5(SA)	4(A)	3(U)	2(D)	1(SD)	Total
and students'						
performance						
(i) High income percente	25(21 250/)	20(27 50/)	5(6.25%)	12(15%)	8(10%)	80(100%)
(I)Figh meome parents	23(31.2376)	30(37.370)	5(0.2570)	12(1370)	8(1070)	80(10070)
are more involved in						
their children's						
education than low						
income parents.						
(ii)Students who come	36(45%)	20(25%)	3(3,75%)	10(12.5	11(13.7	80(100%)
from poor family	50(1570)			%)	5%)	
how poor family				/ 0)	270)	
lower self-esteem than						
those from rich						
families.						
(iii)My parents	67(83.75%)	7(8.75%)	1(1.25%)	2(2.5%)	3(3.75	80(100%)
struggle financially to					%)	
cater for my						
educational needs.						
Mean responses	43(53.75%)	19(23.75	3(3.75%)	8(10%)	7(8.75	80(100%)
		%)			%)	

Table 4.9 Parents' Income and Students' Academic Performance

According to table 4.9 above majority of the students (53.75%) strongly agreed with the given statements in table. 23.75% agreed, 3.75% were undecided, 10% disagreed and also8.75% strongly disagreed. This means that most students (53.75%) strongly agreed that parents' income influences students' academic performance.

Teachers were also required to give their opinions on the influence of parents' income on students' academic performance. Therefore, they were asked to fill a 5- Likert scale with

Strongly agree (SA) =5, Agree(A) =4, Undecided (U)=3, Disagree(D)=2 and strongly disagree(SD)=1. The responses were analyzed and presented in the table below:

Parents' income status and	5(SA)	4(A)	3(U)	2(D)	1(SD)	Total
students' performance						
a)High income parents are	3(37.5%)	2(25%)	1(12.5%)	1(12.5%)	1(12.5%)	8(100%)
more involved in their						
children's education than						
low income parents						
b) Students who come from	3(37.5%)	1(12.5%)	2(25%)	0(0.0%)	2(25%)	8(100%)
poor family background						
have lower self-esteem than						
those from rich families						
c) My students' parents	2(25%)	3(37.5%)	1(12.5%)	2(25%)	0(0.0%)	8(100%)
struggle financially to cater						
for their educational needs.						
	2/27 50/)	2(250/)	1(12,50/)	1(12,50/)	1(12,50/)	8(1000/)
Mean Kesponses	3(37.3%)	2(23%)	1(12.3%)	1(12.3%)	1(12.3%)	0(100%)

Table 5.0 Teachers Opinions on Parents' Income and Students' Academic Performance.

According to the table 5.0 above majority of the teachers (37.5%) strongly agreed with the given statements about parents' income and students' academic performance. 25% agreed, 12.5% were undecided, 12.5% disagreed and 12.5% of the teachers strongly disagreed with the statements given in the table 5.0. This means that most teachers (37.5%) strongly agreed that parents' income influences students' academic performance.

4.6.2 Parents' Level of Education and Students' Academic Performance

The second objective was to determine the relationship between parents' level of education and students' academic performance in Secondary Schools in Kagadi Town Council, Kagadi District. In order to achieve these objective students were required to state their parents' level of

education and their (students') mean grades in the previous end of term Three 2017 examination. Cross tabulation was done and the data is presented in the table below:

Level of education	Stuc	Student performance							Total	
	D1	D2	C3	C4	C5	C6	P7	P8	F9	
Non formal education	0	0	0	0	1	1	3	9	12	26
Primary level education	0	0	1	2	2	3	3	4	8	23
Secondary level	4	2	4	5	0	0	1	0	0	16
education										
College level education	4	6	5	0	0	0	0	0	0	15
Total	8	8	10	7	3	4	7	13	20	80

Table 5.1 Parents' Level of Education and Students' Academic Performance

From table 5.1 above it is indicated that an increase in level of education of parents results in improvement in students' academic performances. This was showed through the results that indicated that most students who got distinctions (D1 and D2) and Credits (C3 and C4) had parents with the secondary level of education (21.25%) and college level of education (20%). This can be attributed to the reason that the more the parents are educated the high chances that they appreciate the value of education and thus can support their children in studies. Highly educated parents can support their children in education through assistance with homework and setting home environment conducive for learning.

The researcher also sought students' opinions on the influence of parents' level of education on students' performance. 5- Likert scale with Strongly agree (SA) =5, Agree(A) =4, Undecided (U)=3, Disagree(D)=2 and strongly disagree(SD)=1 was thus filled by students. The responses are presented in the table below:

Parents' income	5(SA)	4(A)	3(U)	2(D)	1(SD)	Total
status and students'						
performance						
(a)Highly educated	47(58.75%)	21(26.25%)	4(5%)	5(6.25%)	3(3.75%)	80(100%)
parents are more						
involved in their						
children's education						
than lowly/						
uneducated parents.						
b) Parents with	50(62.5%)	18(22.5%)	2(2.5%)	6(7.5%)	4(5%)	80(100%)
higher level of						
education are able to						
set conducive						
learning						
environment at						
home than those						
with lower level of						
education.						
c) Children whose	31(38.75%)	20(25%)	3(3.75%)	12(15%)	14(17.5%)	80(100%)
parents are highly						
educated are more						
proficient in						
language (English)						
than those whose						
parents have low						
level of education.						
Mean Responses	42(52.5%)	20(25%)	3(3.75%)	8(10%)	7(8.75%)	80(100%)

Table 5.2 Parents' Level of Education and Students' Academic Performance.

According to the table 5.2 above majority of the students (52.5%) strongly agreed with the given statements in the table, 25% agreed, 3.75% were undecided, 10% disagreed and 8.75% strongly disagreed with the statements given in the table 5.2. This means that most students (52.5%) strongly agreed that parents' level of education influences students' academic performance.

The researcher also sought teachers' opinions/responses on the influence of parents' level of education on students' performance. Teachers' opinions/responses are indicated in the table below:

Table 5.3 Teachers'	Responses on	Parents'	Level	of Education	and Students'	Academic
Performance (Basin	ig on Teachers	s' Respon	ses)			

Parents' income status and	5(SA)	4(A)	3(U)	2(D)	1(SD)	Total
students' performance						
(a)Highly educated parents	5(62.25%)	2(25%)	1(12.5%)	0(0.0%)	0(0.0%)	8(100%)
are more involved in their						
children's education than						
lowly/ uneducated parents.						
b) Parents with higher level	4(50%)	3(37.5%)	0(0.0%)	0(0.0%)	1(12.5%)	8(100%)
of education are able to set						
conducive learning						
environment at home than						
those with lower level of						
education.						
c) Children whose parents	2(25%)	5(62.5%)	0(0.0%)	1(12.5%)	0(0.0%)	8(100%)
are highly educated are						
more proficient in language						
(English) than those whose						
parents have low level of						
education.						
Mean Responses	4(50%)	3(37.5%)	0.33(3.75%)	0.33(3.75%)	0.33(3.75%)	8(100%)

Table 5.3 above shows that majority of the teachers (50%) strongly agreed with the given statements about parents' level of education and students' academic performance. 37.5% agreed, 3.75% were undecided, 3.75% of the teachers disagreed or strongly disagreed with the

statements given in the table 5.3. This means that most of the teachers (50%) strongly agreed that parents' level of education influences students' academic performance.

4.6.3 Parents' Occupation and Students' Academic Performance.

The third objective was to determine how parents' occupation influences students' academic performance in Secondary Schools in Kagadi Town Council, Kagadi District. In order to achieve these objective students were required to state their parents' occupation and their corresponding mean grade in the previous end of term three examination 2017. Cross tabulation was done and data was presented in the table below:

Occupation	Student performance						Total			
	D1	D2	С3	C4	C5	C6	P7	P8	F9	
Peasant	0	0	0	0	1	1	3	9	12	26
Nomadic	0	0	1	2	2	3	3	4	8	23
Non employed	4	2	5	4	0	0	1	0	0	16
Formal employment	6	4	5	0	0	0	0	0	0	15
Total	10	6	11	6	3	4	7	13	20	80

Table 5.4 Parents' Occupation and Students' Academic Performance.

From table 5.4 above it is indicated that occupation of parents determines student performances. (This was showed through the results that indicated that most students who got distinctions (D1 and D2) and Credits (C3 and C4) were from both formal employment and non-employed parents (20% and 21.25%) respectively. The research also indicates that there is poor performance among students from peasant and nomadic parents. This was indicated through that results which showed 25% of students who scored F9 ,16.25% and few credits in end of term three examinations 2017.

Students were also asked to give their opinions on the parents' occupation and students' academic performance. Therefore, they were required to fill a 5- Likert scale with Strongly agree (SA) = 5, Agree(A) = 4, Undecided (U)=3, Disagree(D)=2 and strongly disagree(SD)=1. Their opinions/responses were presented in the table below:

Table 5.5 Students' Responses on Parents' Occupation and Students' Academic

Performance.

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Parents' Occupation	5(SA)	4(A)	3(U)	2(D)	1(SD)	Total
and students'						
academic						
performance.						
a) Students whose	22(27.5%)	27(33.75%)	14(17.5%)	10(12.5%)	7(8.75%)	80(100%)
parents are in formal						
employment exhibit						
better academic						
performance than						
those whose parents						
are in informal						
employment.						
b) Parents' working	24(30%)	35(43.75%)	6(7.5%)	9(11.25%)	6(7.5%)	80(100%)
hours have direct						
correlation with their						
involvement in their						
children's education.						
c) Parents in	42(52.5%)	25(31.25%)	5(6.25%)	2(2.5%)	6(7.5%)	80(100%)
informal						
employment struggle						
to cater for their						
children's						
educational needs						
than those in formal						
employment.						
Mean Responses	30(37.5%)	29(36.25%)	8(10%)	7(8.75%)	6(7.5%)	80(100%)

According to table 5.5 above majority of the students (37.5%) strongly agreed with the above given statements. 36.25% agreed, 10% were undecided, 8.75% disagreed and 7.5% strongly

disagreed with the statements given above. This means that most students (37.5%) strongly agreed that parents' occupation influences students' academic performance.

4.6 Discussion of Open Ended Questions from Parents' Interview Schedule

The researcher also engaged 20 parents in an interview schedule on the influence of parents' socio-economic status on students' academic performance in the selected secondary schools in Kagadi Town Council. Parents were required to give their opinions/responses on their level of income, level of education and occupation. The researcher coded parents' responses/opinions and the table below summarizes the results:

Table 5.6 Discussion of Open Ended Questions from Parents' Interview Schedule

Questions(1-10)	Themes	Frequency (Answer)	Balances/ignored
How do you rate your monthly level of	100,000-200,000	7(35%)	13(65%)
income?	210,000-300,000	6(30%)	14(70%)
	310,000-400,000	4(20%)	16(80%)
	Above 400,000	4(20%)	16(80%)
Do you think that your income level affects your involvement in educational activities (if yes how?)	It affects because am unable to cater for my child's educational needs.	11(55%)	9(45%)
	Yes because am unable to set a conducive learning environment for my child at home.	4(20%)	16(80%)
	Ignored	6(30%)	14(70%)
What is your level of education?	Uneducated	9(45%)	11(55%)
	Primary	5(25%)	15(75%)
	Secondary	4(20%)	16(80%)
	University/college	2(10%)	18(90%)
Do you think that your level of education affects your involvement in education(if ves how)?	Yes because am unable to assist my child with homework	4(20%)	16(80%)
	Yes because am unable to monitor my child's educational progress	6(30%)	14(70%)
	Yes, because am unable to fully participate in school meetings due to language barrier	5(25%)	15(75%)
	No it doesn't	5(25%)	15(75%)
What is your occupation?	Peasant farmer	13(65%)	7(35%)
	Nomadic	7(35%)	13(65%)
What is the approximate time you spend at work?	Approximately 10 hours	5(25%)	15(75%)
	Approximately 12 hours	14(70%)	6(30%)

CHAPTER FIVE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses summary of the findings, conclusions, recommendations and suggestions for further research following research objectives.

5.2 Summary of the findings.

The purpose of this study was to investigate the influence of parental socioeconomic status on students' academic performance in public secondary schools in Kagadi Town Council, Kagadi District. Data were collected using questionnaires and interview schedules. Teachers and students filled the questionnaires while parents were engaged in interview schedule. The data collected was coded and analyzed using Statistical Package of Social Science using descriptive and inferential statistics.

a) Parents Income and Students' Academic Performance.

From the findings of this study the researcher concluded that there is a significant positive correlation between parents' income and students' academic performance in Kagadi Town council. This is because higher income parents are able to pay school fees in time, avail the necessary learning materials and set a more conducive learning environment at home unlike low income parents who do not have financial ability to cater for students' educational needs.

b) Parents' Level of Education and Students' Academic Performance.

The researcher concluded that there is a significant positive correlation between parents' level of education and students' academic performance in Kagadi Town Council. This is because parents with high level of education highly appreciate the value of education and thus set a more conducive learning environment for their children and can help their children with assignments/homework as compared to their counterparts with lower educational level.

e) Parents' Occupation and Students' Academic Performance.

It can also be concluded that there is a significant positive correlation between parents' occupation and students' academic performance. Students whose parents are in good formal

employment exhibit higher academic attainments than those whose parents practice nomadic, peasantry or non-employed.

5.3. Recommendations of the study.

The recommendations of this study were formulated basing on the research objectives as shown below:

a) Parents' income and students' academic performance.

Due to low parents' income in Kagadi Town Council as established in this study the researcher recommended that the government should increase bursary allocation to the students from poor families to retain them in school and enhance their academic performance.

b) Parents' level of education and students' academic performance.

It was established in this study that most of the parents in Kagadi Town Council are uneducated and that their low level of education frustrates their involvement in students' academic performance. In light of this fact it was recommended that schools in Kagadi Town Council should put in place appropriate systems to enhance parental involvement in education.

c) Parents' occupation and students' academic performance.

The researcher found out that most parents in Kagadi Town Council were peasant farmers who earn very little income per month. In light of this fact it was recommended that the government should boost the economic status of households in Kagadi Town Council through investing in more income generating projects in the region.

5.4. Recommendation for further Research.

In relation to this study further research can be done on the following:

a) Influence of government bursaries on students' retention rate in secondary schools in Kagadi Town Council.

b) School factors that influence parental involvement in students' academic performance in public secondary schools in Kagadi Town Council, Kagadi District.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

Questionnaire for students on the relationship between parental socio-economic status and students' academic performance

Dear respondent;

You have been selected as per the above study title which is being done as part of educational research in partial fulfillment of requirements for the award of Bachelor's Degree in Arts with Education at Kampala International University. Your cooperation in administering this instrument will go along in ensuring success to this study. I would like you to assist by answering the questionnaire as per the instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. I assure you that the information provided shall be treated with most confidentiality and integrity. I will be grateful to you for sparing your time and accept to fill the questionnaire.

Thanks

Mbabazi Kisakye

Researcher.

Section A: Demographic information.

Tick where appropriate

Female

Do not write your name and that of your school on this questionnaire.

1. What is your gender?

Male

2. How old are you?

Below 16 years

16-18 years

Above 18 years

3. What is your class?

Form Three Form Four

Section B: Parents income and students' academic performance

4. what is the approximate monthly income of your parents?

Ugshs 100,000-200,000	Ug.shs 210,000-300,000	1 1 1 M 10 10 10
Ug.shs 310,000-400,000	Above 410,000	

5. what was your mean score in the previous end of term one examination?

Grades	: P8		C6	C3	
6. How often h	ave you	been sent	t home for sch	ool fees?	
Never		Rarely	Sometim	es	Often

7. The statements below relate to the influence of parents' income on students' academic performance. Supplied also are the five options corresponding to these states.

Strongly agree(SA)=5 Agree(A)=4 Un decided(U)=3

Disagree(D)=2 Strongly disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents income	5(SA)	4(A)	3(U)	2(D)	1(SD)
High income parents are more involved in their children's education than low income parents.					
Students who come from poor family background have lower self-esteem than those who come from well off families.					
My parents struggle financially to cater for my educational needs.					

8. In your opinion how parents' income does affects students' academic performance?

Section C: parents' level of education

9. What is the educational level of your parents?

Uneducated	primary level	secondary level
College/university		

10. Do you think that your parents' level of education affects your attitude towards education?

Yes No

If yes, how? (Explain)-----

11. The statements below relate to influence of parents' level of education on students' academic performance. Supplied are also the five options corresponding to these states.

```
Strongly agree(SA)=5Agree(A)=4Un decided(U)=3Disagree(D)=2Strongly disagree(SD)=1
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Tick in the box the appropriate response expressing your mind.

Parents' level of education	5(SA)	4(A)	3(U)	2(D)	1(SD)
1. Highly educated parents are more involved in					
their children's education than low educated					
parents.					
2. Parents with higher education level are able to					
set conducive learning environment at home than					
those lower level of education.					
3. Children whose parents are highly educated re					
more proficient in language (English) than those					
whose parents have low level of education.					

In your opinion how does parents' level of education affects students' academic performance?

Section D: Parents' occupation and students' academic performance

12. What is the major economic activity for your parents?

Peasant farmer Nomadic

Non formal employment Formal Employment

13. The statements below relate to influence of parents' occupation on students' academic performance. Supplied are also the five options corresponding to these states.

Strongly agree(SA)=5 Agree(A)=4 Un decided(U)=3

Disagree(D)=2 Strongly disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents' occupation	5(SA)	4(A)	3(U)	2(D)	1(SD)
1.students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment					
2. Parents' working hours have direct correlation with their children's education.					
3. parents in informal employment struggle to cater for their children's educational needs than those in formal employment.					

In your opinion how parents' occupation does affects students' academic performance?

END

Thank you for your cooperation

APPENDIX B: QUESTIONNAIRE FOR CLASS TEACHERS

Section A: Demographic information.

Tick where appropriate

Do not write your name and that of your school on this questionnaire.

1. What is your gender?

Male		Femal	e	
2. Ag	e in years			
Belov	v 20 ²⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰⁰	21-30	31-40	
	41-50 <i>function</i>	51-60	above 60	
3. Wh	nat is your professional	qualification?		
	Doctorate	Masters	Bache	lor's degree
	Diploma	Certif	icate	
4. Wo	orking experience in ye	ars.		
	Less than 5	6-10	11-15	1764 (m. 1945) 1775 1775
	16-20	20 an	d above	
5. Sel	hool type?			
	Boarding	Girl boarding		Mixed day
	Mixed day and board	ling		
6. Scl	hool size?			
(Single stream	Double stream	n ^{1,4+16,9} 	Three stream

Section B: Parents' income and students' academic performance.

7. What was the mean grade (overall performance) of your class in the last term examination?(Indicate please) ------

8. The statements below relate to influence of parents' level of education on students' academic performance. Supplied are also the five options corresponding to these states.

Strongly agree (SA)=5Agree(A)=4Un decided(U)=3Disagree (D)=2Strongly disagree(SD)=1

Tick in the box the appropriate response expressing your mind.

Parents income	5(SA)	4(A)	3(U)	2(D)	1(SD)
1. High income parents are more involved in their					
children's education than low income parents.					
2. Students who come from poor family					
background have low living standards than those					
who come from well off families.					
3. Many students' parents struggle financially to					
cater for their children's educational needs.					

In your opinion how parents' income does affects students' academic performance?

Section C: Parent s' level of Education

9. What is the educational level of most of your parents?

Uneducated Primary level secondary level

College/university

10. Do you think that parents' level of education affects their children's attitude towards education?

Yes No

If yes, how? -----

11. The statements below relate to influence of parents' level of education on students' academic performance. Supplied are also the five options corresponding to these states.

Strongly agree (SA)=5	Agree(A)=4	Un decided(U)= 3
Disagree (D)=2	Strongly disagree(S	D)=1

Tick in the box the appropriate response expressing your mind.

Parents' level of education	5(SA)	4(A)	3(U)	2(D)	1(SD)
1.Educated parents are more involved in their					1997 - Balance Balance (1997) - 1 1 1 1 1 1 1 1
children's education than uneducated parents.					
2. Parents with higher education level are able to					
set conducive learning environment at home than					
those lower level of education.					
3. Children whose parent are highly educated re					
more proficient in language (English) than those					
whose parents have low level of education.					
In your opinion how does parents' level of education	on affects	students	'academ	ic perfor	mance?

Section D: Parents' occupation and students' academic performance

12. What is the major economic activity for your parents?

Peasant farmer	Nomadic
1. 人名蒂	

Non formal employment Formal Employment

13. The statements below relate to influence of parents' occupation on students' academic performance. Supplied are also the five options corresponding to these states.

Strongly agree (SA)=5	Agree(A)=4	Un decided(U)= 3
Disagree (D)=2	Strongly disagree(S	D)=1

Tick in the box the appropriate response expressing your mind.

Parents' occupation	5(SA)	4(A)	3(U)	2(D)	1(SD)
1.students whose parents are in formal employment exhibit better academic performance than those whose parents are in informal employment					
2. Parents' working hours have direct correlation with their involvement in their children's education.					
3. Parents in informal employment struggle to cater for their children's educational needs than those in formal employment.					

In your opinion how parents' occupation does affects students' academic performance?

END

Thank you for your cooperation

APPENDIX C: INTERVIEW GUIDE

Interview questions for parents

Thank you for agreeing to be interviewed for the research about "influence of parental socioeconomic status on students' academic performance". I would like to find out how your level of: income, Education and occupation affects students' academic achievement. The information will be used by the school administrators, teachers and other educational stakeholders to improve students' education. The interview will take about 15 minutes of your time only. You will not be directly being quoted in any report of this study.

Section A: Parents Demographic Information

1. Let us start with some information will help me describe the sample:

- i. How old are you?
- ii. What is your marital status?
- iii. How many children do you have?

Section B: Parent's Level of Income

2. How do rate your income level per mouth?

3. Do you think that your income level affects your involvement in your children's education? (if yes, how?)

Section C: Parents' level of education

4. What is your level of education? (Primary, secondary, college/ university or uneducated)

5. Do you think that your level of education affects your involvement in your children's education? (if yes, how?)

Section D: Parents occupation

- 6. What is your occupation?
- 7. Tell me what the approximate time you spend at work?

8. Do you think that the amount of time you spend at work affects your involvement in education of your children? (If yes, how?)

End

Thank you for your participation

APPENDIX D: A SKETCH MAP OF UGANDA SHOWING THE LOCATION OF KAGADI DISTRICT



KEY

Kagadi District



Water bodies

S/NO	ITEM	COST	AMOUNT
1	Transport	50,000 per trip	100,000 (2 trips)
2	Stationary	10,000	10,000
3	Typing, photocopying and printing	50,000	50,000
4	Internet	10,000	10,000
5	Airtime	5,000	5,000
6	Miscellaneous	10,000	15,000
	Total		190,000/=

APPENDIX E. BUDGET ESTIMATE FOR THE RESEARCH STUDY

Source: personal research January to May 2018

APPENDIX F. RESEARCH TIME FRAME

Time	Activity
1 st -15 th Jan	Problem identification
16 th -30 th Jan	Literature search and review
1 st -20 th Feb	Developing research design and proposal writing
21 st -28 th Feb	Developing tools /instruments
1 st -21 st march	Submission of the proposal
22 nd -15 th April	Pilot study and data collection
16 th -30 th April	Analyzing of data and submission of data report
1 st -15 th May	Writing a report
16 th -30 th May	Submission of a report