

**THE IMPACT OF SOCIO-ECONOMIC STATUS ON ACADEMIC PERFORMANCE
OF WEST BUDAMA CONSTITUENCY, TORORO DISTRICT, UGANDA**

**BY
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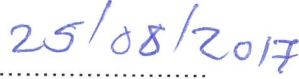
**DESERTATION REPORT PRESENTED TO THE COLLEGE OF EDUCATION
OPEN, DISTANCE AND E-LEARNING IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE AWARD OF BACHELORS
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UNIVERSITY.**

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DECLARATION

I, **Onyango Girisom, Reg. No. BAE/43400/143/DU** declare that the Impact of Socio-economic Status on Students' Academic Performance of West Budama Constituency in Tororo District, Uganda is my original research work and it has never been submitted to any examining body in any institution or university for the award of Certificate, Diploma or Degree.

Signed: 

Date: 

APPROVAL

I certify that the work submitted by the candidate was under my supervision, this work is ready for submission to be evaluated for the award of Bachelors Degrees of Arts with Education at Kampala International University.



.....
Ms. Akampurira Patience



.....
Date:

DEDICATION

This research is dedicated to my beloved dad Owino John Stephen, mummy Awor Elizabeth and brother Siala Patrick who stood by me all the times I underwent my studies and gave me financial and moral support to work hard in all my activities, an inspiration that will always steer me towards exploring greater heights of academic achievements.

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Mr. and Mrs. Owino John Stephen the researcher's parents for their continuous financial and moral support through the course of research project.

Mr. Siala Patrick the researcher's brother for his moral and financial assistance during the process of research work.

This is also extended to all who are not mentioned by name but without them, this research could not have been compiled.

LIST OF ABBREVIATIONS

S.E.S: Socio-economic status

W.B: West Budama

SAP: Students' Academic Performance

DEO: District Education Officer

MOE : Ministry Of Education

UNEB: Uganda National Examination Board

NGOS: Non Governmental Organizations

DEFINITION OF TERMS

Achievement Gap: a difference in the academic success between students from affluent background and their lower-income peers (addressing the achievement gap: a challenge for Washington state educators, 2002)

Economically disadvantaged: students who meet the qualifications to be eligible for the federal free or reduced price meals program (United States Department of Agriculture, food and nutrition service, 2007).

Criterion referenced test: a test that measures a students' performance against a predetermined set of standards that have been established based on the curriculum. Tennessee Department of Education 2006).

Poverty: A condition that extends beyond lack of income and goes hand in hand with lack of power. Humiliation and a sense of exclusion from access to goods and social services (international council of nurses, 2004 p. 5).

Socio economic status: a combination of social and economic factors that are used as an indicator of household income and opportunity. "The National Assessment of Educational Progress (NAEP) uses eligibility for the Department of Agriculture's National School Lunch Program as a measure of social economic status". The NAEP glossary of terms n.d, p.6.

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ABSTRACT

This study is about the impact of socio-economic status on students' performance of West Budama, Tororo district, Uganda. The objectives of the study were to determine the factors influenced the student's academic performance and the relationship between the socio-economic status and academic performance. To achieve this, a sample of 186 respondents from 6 public secondary schools using simple random sampling, questionnaires were administered to the respondents. Research assistant presented copies of the questionnaires to students to complete and supplementary information was obtained from secondary school academic teacher. Data collected was analyzed using descriptive and inferential statistics. Regression analysis was used to establish the relationship between the students' socio-economic status and academic performance. The liker analysis were used to analyse the data, the results revealed that the students' socio-economic status influenced student academic performance since education plays a major role in skills sets for acquiring jobs and specific quality that stratify people with higher and lower socio-economic status. The middle class parents takes active role in their children's education and development by using controlled organized activities and fostering a sense of entitlement through encouraged discussion families with lower income do not participate in this movement, causing their children to have a sense of constraint. A division in education attainment in is thus due two differences in child rearing. Lower income families can have children who do not succeed.

CHAPTER ONE

1.0 Introduction

Socio-economic status (SES) is often measured as a combination of education, income, residential area, medium of schooling, accommodation trend, daily study hours, fees/tuition trend, fathers'/guardian social economic status and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed from the social sense privilege, power and control are emphasized. It can also be examined as a gradient or continuous variables that reveals inequalities in access to and distribution of resources students' academic performance is affected by numerous factors which include gender, age, teaching faculty, students schooling, fathers/guardian socio-economic status, accommodation, fears, school environment, teachers' experience, daily study hours, tuition trends medium of instructions in school, psychological health, among others which all lies under the socio-economic status.

1.1 Background of the Study

Socio-economic status is an economic and sociological combined total measure of a person's education performance and of an individual's or family's economic and social position relative to others based on income, education and occupation (Marmot, Michael 2004) indicates when analyzing a family social economic status, the household income, education learners and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Larean, Annette (2003) observes that socio-economic status is typically broken into three categories, high, middle and low to the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education and occupation can be assessed. Additionally, how income and little education have shown to be strong predictors of a range of physical and mental health problems due to environmental conditions may be the entire cause of that person's social predicament to begin with.

Income inequality is most commonly measured around the world by the Gini coefficient, where correspondent to perfect equality and 1 means perfect inequality. Low income focuses on meeting immediate needs and do not accumulate wealth that could be passed on to future generations, thus increasing inequality. Families with higher and expendable income can accumulate wealth and focus on meeting immediate needs while being able to consume and enjoy luxuries and wealth crises (GoK 1983).

1.2 Statement of the Problem

Despite the Ugandan government effort in funding public schools, there are still exits poor academic performance among students in West Budama, Tororo district Uganda, 100% of public secondary schools have had a mean grade of less than C+ in the last five years in UNEB exams. (Tororo district DEO, office report, 2015). This means that majority of students in this constituency do not attain the minimum university admission qualification which is C+ and above (MoE, 2002). This dismal academic performance has raised concerns from parents and other educational stakeholders. Some blame teachers and students for poor academic performance in the West Budama constituency Tororo district Uganda.

Many factors such as inadequate school facilities, cultural factors, belief/religion, peer pressure, family background, students health and inadequate teachers among others have been cited the possible among peer academic performance in the West Budama Tororo district Uganda. (Tororo district integrated development plan, 2013). However, parents' social economic-economic status is hardly mentioned. This study was therefore set to determine the influence of socio-economic status on students' academic performance in both public and private secondary schools in West Budama constituency, Tororo district Uganda.

1.3 Purpose of the Study

The study aimed at finding out the impact of socio-economic status on students' academic performance in West Budama, Tororo district, Uganda.

1.4 Objectives of the Study

- (i) To examine the impact of socio-economic status on students' academic performance.
- (ii) To explain the factors that influences the student's academic performance in Tororo district.
- (iii) To draw possible solutions to students living under low socio economic status so as to improve on their academic performance.

1.5 Research questions

- (i) Discuss the challenges faced by students living under low socio-economic status.
- (ii) Explain the factors that influence students' academic performance.
- (iii) Suggest possible solutions to students who live under low socio-economic status.

1.6 Significance of the study

The finding of the study will benefit the following:-

- (i) The study will help the curriculum designers and developers in identifying the weakness in the current curriculum and make relevant adjustments
- (ii) The study will help stakeholder like education policy makers, community leaders, school leaders, parents and even students to conduct and attend awareness seminars and workshops of the importance of education.
- (iii) The study will help teachers to revise their teaching methods and materials that suit all students from all different socio-economic status.

1.7 Limitations

The limitations of this study was mainly the cross-sectional nature of the data. This data was obtained at one point in time therefore it is difficult to determine how long an individual has been at a certain SES levels, for example, an individual may have recently experienced a shift in their economic standing due to parents divorce or other circumstances. In that case the full impact of the new SES standing may not have set in by the time of the survey. Additionally, this study uses a single test composite academic performance as a dependent variable. A full academic history might have provided better results.

Insufficient information on certain variable was another limitation. For example, due to privacy laws, the ELS (2002) is not able to ask students about drug and alcohol use or sexual activity involving the student or their peers. If this information was available the peer-level factors might have a larger impact and become more clear-cut. There is also a lack of information regarding neighbourhood factors and this survey does not gather information about the wealth of families which are important factors.

Environmental scope and scope. The study was limited to only schools of west Budama, Tororo district, Uganda because this is where the problem was found and the time in which the study was conducted was short due to other duties the researcher was confined in with.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Student's academic performance or gain is affected by several factors including socio-economic status, school environment, family background, age, gender, parents' academic levels, residential area of students, medium of instruction in schools, tuition trend, daily study hour, peer influence, drug and alcohol use, sexual activities and others. Many researchers conducted detailed studies about the impact of socio-economic status on student's academic performance at different levels of study. Gaetz (1995) suggested "A student educational success contingent heavily on social status of student's parents/guardians in the society.

Considine and Zapula (2002) noticed the same that parent's income or social status positively affects the student academic performance. According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted staffolan and Bratte (2002) observed that "the measurement of students previous educational outcomes are the most important indicators of student's future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors.

A person's education is closely linked to their life chances, income, and well being (Battle and Lewis 2002). Therefore it is important to have a clear understanding of what hinders one's education performance.

2.2 Socio-economic status and students' academic performance

Children from low SES households and communities develop academic skills more slowly compared to children from higher SES groups. (Morgan, Farkan, Hillemeier and Maczuga 2009). Initially academic skills are correlated with the home environment, where low literacy environment and chronic stress negatively affect a child's pre-academic skills.

(Aikens and Barbarin 2008) noted that, the school systems in low SES communities are often under resourced, negatively affecting students' academic progress.

Inadequate education and increased dropout rates affect children's academic performance.

(Longhout, Drake and Rosseli 2009) noticed that identifying as a part of lower class in college has been associated with feeling of not belonging in school and intentions to dropout of school before graduation. In the same vein, perception of family economic stress and personal financial constraints affect emotional distress/depression in students and their academic outcomes. (Mistry, Benner, Tan and Kim 2009).

Research has found that socioeconomic status, parental involvement and family size are particularly important family factors major books (1996). Peer influences can also affect student's performance. Peer pressure and peer conformity can lead to an individual participating in risk-taking behaviours which have been found to have negative, indirect effect on academic performance/test score. (Santor, messervey and Kusumaker 2000).

Children from low socio-economic status more long distances from home to school, do not eat from school and hardly access scholastic materials like books, pens, uniform, paraffin/lights for revision in the evening/preps and the like and this have a great impact on students' academic performance. To perpetuate the low socioeconomic status of the community, improving school system and early intervention programs my help to reduce these risk factors, and thus increased research on the correlation between socioeconomic status and education is essential.

2.3 Socio-economic status and psychological health of student in relation to academic performance

Various evidence supports the link between lower SES and learning disabilities or other negative psychological outcomes that affect academic performance.

Perception of family economic stress and personal financial constraints affect emotional distress/depression in students and their academic outcomes (Ministry, Tan, Benner and Kim 2009).

Children from lower SES households are about twice as likely as those from high SES households to display learning related behaviour problems. A mother's SES was also related to her child's inattention, disinterest and lack of cooperation in school (Morgan et al 2009).

Identifying as part of a lower/working class in college has been associated with feelings of not belonging in school and intentions to drop out of school before graduation (Longhough, Drake and Rosselli 2009).

2.4 School environment and student's academic performance

It is assumed that children learning outcomes and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students' learning outcomes. Considine and Zappala (2002) quoted Sparkels (1999) showed that schools environment and teachers expectations from their students also have strong influence on student performance. Most of the teachers working in poor schools or school having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students. Kweiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment its students. Sentamu (2003) argue that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all. All these educationists and researchers agreed with this principle that schools put strong effect on academic principle that schools put strong effect on academic performance and educational attainment of students.

Students from elite schools are expected to perform good because they attend these elite schools and the main reason behind is that these schools are usually very rich in resources and facilities some researchers have the view that school ownership and the funds available in school do indeed influenced the performance of students. Cosne and Elder (2004) noticed that school ownership provision of facilities and availability of resources in school is an important structural component of the school, private schools due to the better funding, small size, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional fun dings, resources and facilities found in private schools enhances academic performance and educational attainment of their students.

Smaller class sizes created more intimate settings and therefore can increase teacher-student bonding which has also been shown to have a positive effect on student success (Crosnoe et al 2004). The relative social class of a student body also affects academic achievements (Eamon 2005). The racial make-up of a schools' student body has been shown to influence test scores and students' attachment to their school (Crosnoe et al 2004, Bali and Alvarez 2004). Students' test score and school attachment increase when a students' own race matches the most common race of their schools' student body Crosnoe et al 2004, Bali and Alvarez 2004).

It is concluded that the type of schools in which students studies greatly influence the educational performance and academic achievement of the student. Miller and Birch (2007) summarized the views of many researchers and educationists in their study on the influence of school environment on student's academic performance.

2.5 Family factors and students' academic performance

Family background is the most important influence on student learning and include factors such as socio-economic status, parents' educational levels, family size, maternal characteristics and others (majoribanks 1996). The environment at home is a primary so socialization agent and influences a child's interest in school and aspirations for the future.

Smaller family size has been linked with higher academic achievement (Eamon 2005, Majoribanks 1996) students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance (Eamon 2005, Majoribanks 1996).

Maternal characteristics are another key factor that affect academic achievement (Baharudin and Laster 1998, Eamon 2005, Majoribanks 1996). Mothers who are more educated and have higher self-esteem have children who receive high test scores (Baharudin and Laster 1998, Eamon 2005). Also mothers who delay child bearing have been shown to provide more "cognitively stimulating" and supportive environment at home which has a positive effect on school performance (Eamon 2005).

It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002). The economic hardships that are caused by low SES lead to disruption in parenting, an increasing amount of family conflicts, and an increased likelihood of depression in parents and single-parent household (Eamon 2005). For these reasons SES is closely tied to home environment and one could argue that SES dictates the quality of home life for children.

2.6 Peer factors and students' academic performance

Peer groups are an important socialization agent. Participating in peer group activities is a primary stage of development and adolescents' identities are often closely associated with that of their peers (Santor et al 2000). Because peer groups are a key part of the developmental process they can have a negative effect on young people due to peer pressure and peer conformity. Peer pressure is the pressure from others to participate in certain activities, and peer conformity is the degree to which an individual adopts actions that are sanctioned by their peers group, have been shown to increase the likelihood of risk-taking behaviours such as drug (substance) abuse and sexual activity. (Santor

et al, 2000). These risk taking behaviours indirectly or directly affect school performance in a negative way Santor et al (2000).

The influence of the peer pressure should not be under estimated because students would need to identify him/herself with others and in the process joins bad group of alcoholics, smokers, (drug takers), bullies, rapists among others for example hence ending up dodging classes and all in all sometimes expelled, suspended or else imprisoned for misbehaviours and thus low academic performance.

Some associates will advice the student to drop out of the school and either marry or get married and thus a negative impact/effect on the academic achievement of a person in life.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The researcher's interest was to study the effects of socio-economic status on student's academic performance and other factors that affect the academic performance of student. This chapter outlines the procedures for conducting the study.

3.2 Research approach

The research employed descriptive, Likert, regression and inferential statistics to analyze the collected data.

3.3 Research design

The researcher used questionnaires and survey design to collect the required data. It was because they are appropriate to establish the nature of SES and identify the factors that have impact on student academic performance.

3.4 Target population and area

The target population of this study focused on 30 mixed day and boarding both public and private secondary schools, whereby 600 students and 60 teachers were included in the sampling in west Budama, Tororo district, Uganda.

3.5 Sample size

The researcher imperatively sampled 5 schools out of 30, less students out of 6057, 60 teachers out of 229. The group represented the larger population of other learners and their teachers round in regular schools in west Budama, Tororo district, Uganda.

3.6 Sampling method

The researcher wrote the names of schools and students on a piece of paper, rolled, closed his eyes then picked the papers at random. This gave equal chances to schools and students for selection since he was not able to see them.

3.7 Research instrument

The researcher used questionnaires as the instrument for collecting the data. It had 10 questions for the schools' principles and 10 questions for the students which were appropriate and straight to the point to check on the answer to impact of socioeconomic status on SAP and factors that have impact on S.A.P.

3.8 Data collection techniques

Before data collection exercise, the researcher visited the District Education Officer (D.E.O) to seek permission in order to get ready to carry out the study. Logistic procedure was followed downwards to the schools to be sampled. The researcher explained his visit to the principals, after which he will distribute the tools and then administer them. After this the researcher was ready to proceed with data collection using the procedure so far discussed.

3.9 Data analysis procedure

The data collected was analyzed using simple descriptive, Likert, regression and inferential statistics. The researcher had to organize and present them using tables, bar graphs and charts.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

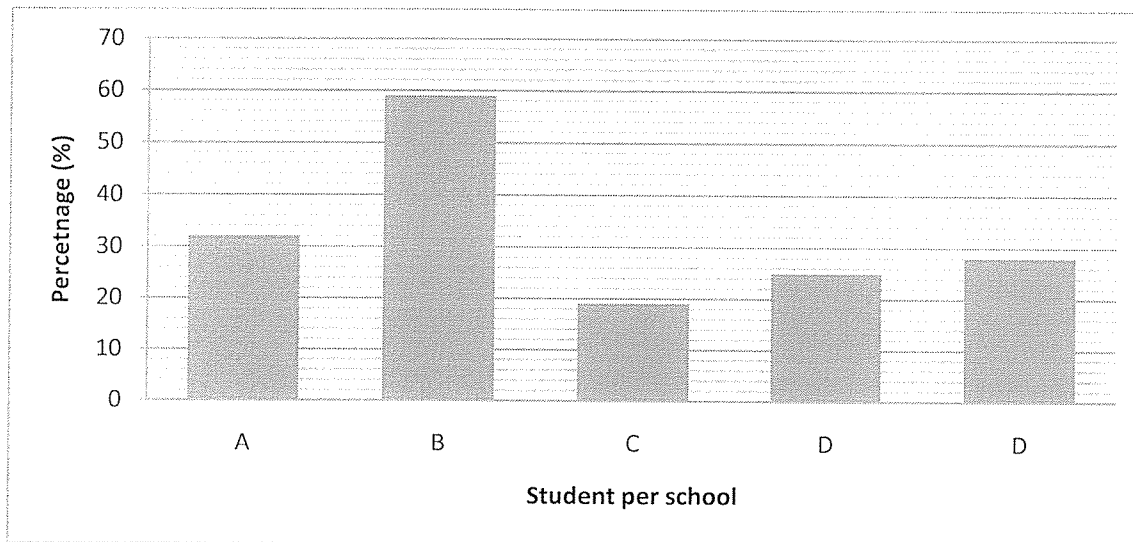
4.0 Background

This chapter presents the research findings and their interpretation as described by the researcher. All the responses that were obtained and analyzed are presented in meaningful patterns. The data is presented using tables and those with direct bearing on the research objectives and research questions are hereby presented.

Table 1: Indicates the socio economic status and students' academic performance

	Response	Frequency	Total enrolment	Percentage
A	Kateremwa SS	60	188	32
B	Mahanga SS	74	125	59
C	Tororo Town college	28	178	16
D	Rainer High School	100	403	25
E	Rock high school	58	206	28

Figure 1: shows prevalence of students who live under low socio economic status



Observation

In schools like Mahanga SS the students living low socio-economic status are 74 students that are 59% of the total population. In Kateremwa SS the students living under low SES are 60 students that are 32% of the students' population. In Rock high school, the 58 students live under low SES that are 28% of the students' population. In Rainer High School, they are 100 students that are 25% of the students' population. In Tororo Town College they are 28 students which are 16% of the students' population.

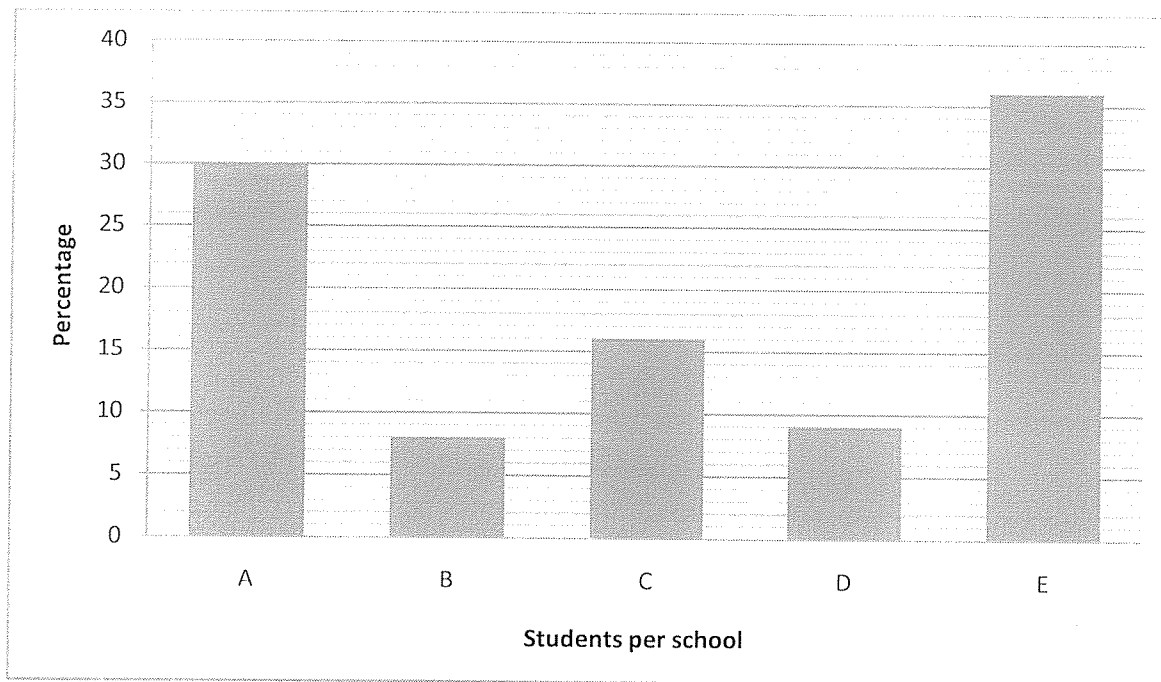
4.1 Analysis of data

According to the bar-graph, it appears that students living under low SES are many in our schools. Almost one learner in every four students in the ratio of 1:4.

Table 2: shows number of students having neat, clean and complete school uniform include shoes and socks

	Response	Frequency	Total enrolment	Percentage
A	Kateremwa SS	56	188	30
B	Mahanga SS	11	125	9
C	Tororo Town college	28	178	16
D	Rainer High School	34	403	8
E	rock high school	72	206	35

Figure 2: shows number of students having neat, clean and complete school uniform include shoes and socks



Observation

Most of the schools used in the research had most students not having complete school uniforms. That only less than 40% of all schools researched.

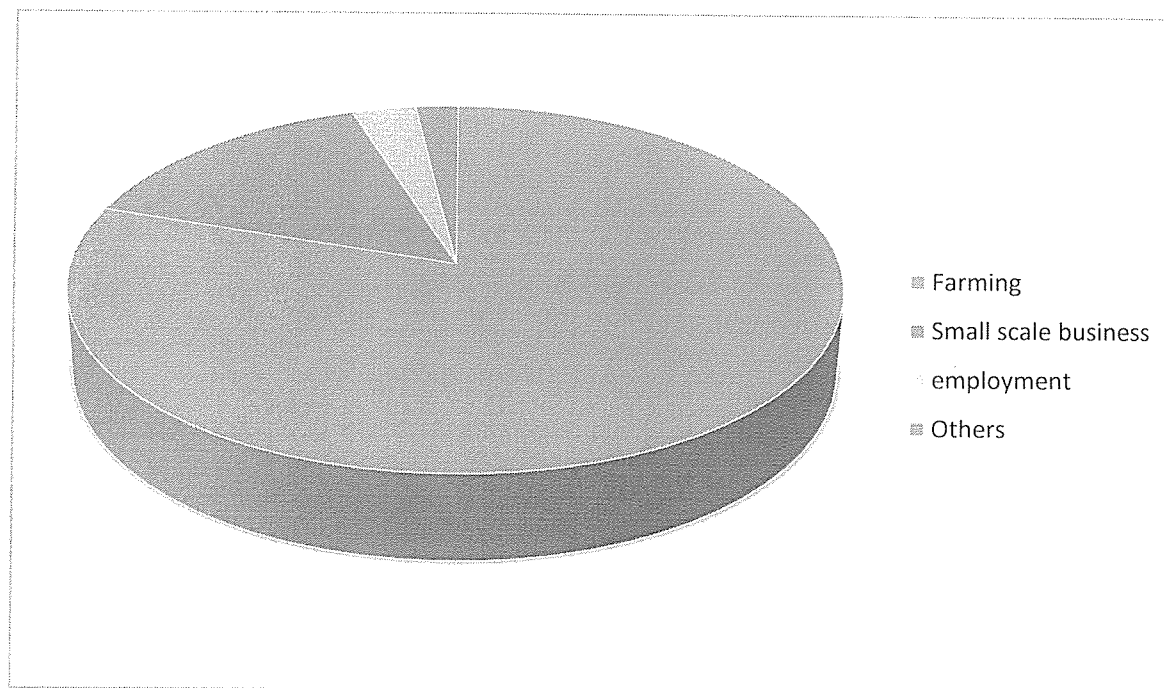
Analysis of data

The study shows poverty is a major issue in most schools. This is evident when most students cannot be neat, clean and have complete school uniforms as clothing is a basic need and it reflects directly the financial ability of their parents.

Table 3: shows parents of the school who have steady income and their occupation.

	Occupation school	Farming (%)	Small scale business(%)	Employment (%)	Others
A	Kateremwa SS	80	15	3	2
B	Mahanga SS	80	10	5	5
C	Tororo Town college	60	20	10	10
D	Rainer High School	80	10	5	5
E	rock high school	70	10	15	5
	Average	74	13	7.6	5.4

Figure 3: Pie chart showing parents occupation



Observation

As from the pie chart about it can be seen that most parents are farmers that is 74%, 13% are doing small business, 7.6% are employed while 5.4% are carrying out other occupations.

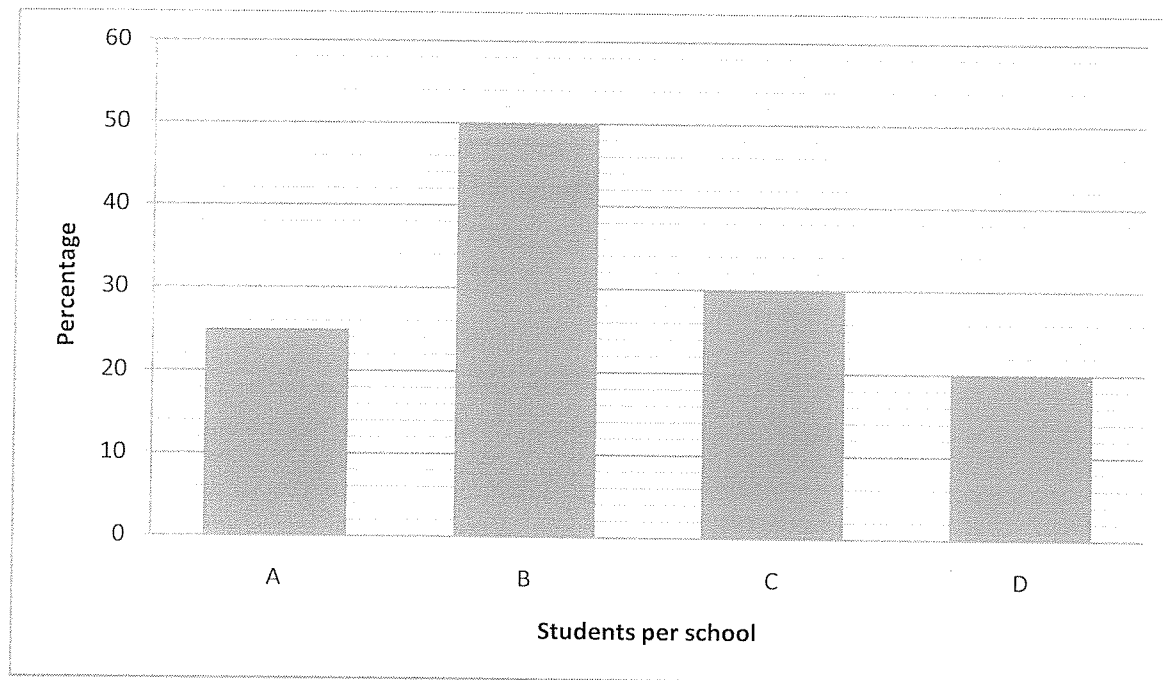
Data analysis

This also indicates that the level of poverty in the district is high because farming depends on the natural vagaries (prevailing natural weather conditions) which are not predictable in the research areas.

Table 4: shows the socio-economic status in relation to students' psychological health

	Response	Frequency	Total enrolment	Percentage (%)
A.	Katerema S.S	50	188	27
B.	Mahanga S.S	63	125	50
C.	Tororo Town College	59	178	33
D.	Rainer high School	150	483	31
E.	Rock High School	45	206	22

Figure 4: shows percentage of students with socio-economic status and psychological health



Observation

From the bar graph it is clear that in a school like Mahanga secondary there are as many as 5 psychological affected students in every 10 students that is about 50%. In two schools there are 3 out of 10 students that is about 30% and in 2 schools there are 2 out of 10 students which is 20%.

Analysis of data

This indicates that there is need for new methods of handling learners as most students lack basic necessities/scholastic materials which is a very big challenge.

Table 5: indicates peer pressure/factor and students academic performance.

	Response	Frequency	Percentage (%)
A.	Katerema SS	3	60
B.	Mahanga SS	5	100
C.	TororoTown College	1	20
D.	Rainner High School	4	80
E.	Rock High School	5	100

Observation

Investigation into the influence of peer reveals that all the head teachers of the sampled schools which is 100% cited the influence of peer pressure on the students' academic performance.

Analysis of data

From the above observation, it is clear that most learners are influenced by their peers. This creates a very big challenge for their academic performance. This therefore it's the responsibility of all stakeholders, school administration, parents and others to monitor the societal children since they are the future leaders.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

Over 80% of people living in West Budama Tororo District, Uganda according to Ministry of Finance and Planning, below the poverty line (Tororo district report, 2017). Therefore there are many challenges facing students living under low socio-economic conditions in the constituency/district.

Students living under low socio-economic status are the ones who suffer from lack of meeting some of the basic requirements and needs at home and in school. These students suffer from lack of personal confidence, emotional stability and lack of interest in school. They do not do well in learning and may become liabilities to the society.

The study was conducted by the researcher after going through several literature of renown writers and researchers like Langhout, Drake and Rosseli (2009) who mentioned that identifying as part of a lower/working group/class in school has been associated with feelings of not belonging in school and intention to dropout of school before graduation.

This chapter will include the various discussions, the summary of research findings based on the objectives, conclusion and recommendation of the research for challenges faced by students living under low socio-economic status in west Budama South Tororo district, Uganda.

5.1 Discussion

In West Budama, Tororo district, the challenges faced by students living under low socio-economic status were identified by the researcher as family economic stress, personal financial constraints and migration of the best qualified teachers. According to Mwara, (2002) there are extrinsic factors which includes; socio emotional and behaviour factors, family and child's upbringing and school situations. Social economic factors

include people close to the child suffering from serious stigmatizing illness such as HIV/AIDS and mental illness.

There is also poverty and lack of employment, famine and other natural catastrophes poor homes, with unhygienic surroundings and far from social services, example health centres, death of one or both parents or siblings; child abuse and neglect because of HIV/AIDS, a child intended or affected by HIV/AIDS. These are true in west Budama South, Tororo district, Uganda.

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

In west Budama, Tororo district, Uganda children sleep away from their parent's houses, according to most clan elders, this make the students to be out of their parents monitor and control. This cause poor discipline and parents are inconsistent in their style of upbringing them students begins to feel uncertain and confused. This causes child-mothers, child-fathers and early marriages hence school dropout.

In West Budama when we look for school factors we find that there are teachers who do not have proper skills who may not be away of students' individual needs and may therefore fail to modify the curriculum or lesson preparations. Some of the teachers are not sensitive to such student in their classes. The researcher also found out that demotivated teachers are not sufficiently concerned about doing their best for the learners some of them use teaching methods, which do not put into considerations the need of all the students. According to Wanyera (2002) continuous sessions of guidance and counseling should be conducted in schools to enlighten teachers on the child's rights bill that come up every now and then.

5.2 Summary

On the basis of objectives the study found out that the prevalence of students living under the loss socio-economic status in west Budama Tororo district Uganda is about the ratio of 1:4

The nature of the difficult conditions and their impacts on education are as a result of poverty where in most schools over 80% of children do not meet the requirement of proper diet, clothing and shelter.

There are various factors that cause these conditions, like students who are orphans, students affected and infected with HIV/AIDS, abuse and neglected students, child labour and others. Some other factor includes illiteracy and ignorance among the parents, natural calamities like drought, heavy rainfall, early marriage to mention but few.

The management of students living under low socio-economic status in schools includes sensitizing the entire school community. the guidance and counseling sessions is to enable change of attitude, educate on proper use of resources, good communication methods and parental involvement both at school and intervention for all students. Example like setting up more children's homes and giving out proper legal provision on child adoption.

5.3 Conclusion

It is true from the research findings that a number of issues should be addressed. It is therefore concluded that:

- (a) The prevalence of students living under low socio-economic status are quite high at the ratio of 1:4 in most schools.
- (b) The nature of the challenges faced by students living under difficult conditions are mostly socio-economic status and socio-cultural factors.

(c) The factors leading to the low socio-economic conditions are also found to be many and varied including ignorance, natural calamities and cultural issues.

(d) The management of the students requires total change in attitudes, proper use of available resources, good communication and parental involvement.

5.4 Recommendations

Based on the findings of the study the researcher had to make the following recommendations which were derived from the respondent's response.

There is need to in-service teachers on suitable methods of teaching and identifying students living under low socio-economic status.

There should be adoption of curriculum, such as modifying the regular curriculum to cater for these students and giving them enough to complete their class work.

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

The government through the ministry of education and other stakeholders including NGOs to provide educational materials in different forms, such as teaching-learning, compensating and assertive materials.

Teaching of children's rights to be done and therefore be included in the curriculum at all levels.

Children's homes should be build in the community as community projects through the governments' ministry of social services' help.

Creating awareness at all levels that is from the district, division, zonal, school and the community on the students living under low socio-economic status through seminars and workshops which includes guidance and counseling sessions.

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APPENDICES

APPENDIX I: BUDGET

No	Item	Ugshs.
1	Transport	50,000
2	Substance	20,000
3	Stationeries	30,000
4	Typing/printing	20,000
5	Internet	15,000
6	Research assistance	15,000
	Total	150,000

APPENDIX II: TIME FRAME

Time	Activity
1 st – 31 st December 2015	Problem identification
1 st – 31 st January 2016	Literature search and review
1 st – 29 th February 2016	Develop research design and proposed writing
1 st – 31 st March 2016	Developing tools/instruments.
1 st – 30 th April, 2016	Submission of proposal
1 st – 31 st May 2016	Pilot data collection
1 st – 30 th June 2016	Analysis of data, submission and correction of data report
1 st – 31 st July 2016	Writing of report
1 st – 31 st August 2016	Submission of raw materials.

APPENDIX III: QUESTIONNAIRES FOR TEACHERS

Dear respondent answer the following questions asked by the researcher during interview, the researcher has to record your answers.

School:, boys:....., girls:..... Total:

1. How many students live under low socio-economic status in your school?

Forms	Boys	Girls	Total
1			
2			
3			
4			
Total			

2. How many students orphans are there in your school?

Forms	p/orphans	t/orphans	Total
1			
2			
Total			

3. According to you which are the three main factors that leads to low socio-economic in your school?

- (i)
- (ii)
- (iii)

4. Which occupation do most parents of your school occupy? (tick where appropriate)

- | | | |
|----------------------|------------------------------|-----------------------------|
| a) Employment | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b) Doing business | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c) Farming | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d) None of the above | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

5. Choose by ticking the factors leading to low socio-economic status in your school area.

- | | |
|---------------------|--------------------------|
| a) Economic factors | <input type="checkbox"/> |
| b) Cultural factors | <input type="checkbox"/> |
| c) Natural factors | <input type="checkbox"/> |
| d) Others | <input type="checkbox"/> |

6. Do you have an active guidance and counseling department in your school?

Yes ☐ No. ☐

7. Do students living under low socio-economic status learn the same way as ordinary students?

Yes ☐ No ☐ Not sure ☐

8. Have you ever conducted or attended any guidance and counseling with your;

- | | | |
|-------------------------|------------------------------|-----------------------------|
| a) Teachers | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b) Parents and guardian | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c) Students | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Any other comment :

APPENDIX IV: QUESTIONNAIRES FOR STUDENTS

Dear respondent answer the following questions asked by the researcher during interview, the researcher has to record your answers.

School:, boys....., girls:..... Total:

1. Are both your parents alive?

Yes ☐

No ☐

2. Which occupation is your parents involved in?

a) Employment ☐

b) Business ☐

c) Farming ☐

d) Any other specify.....

3. Do you always sleep at your home?

Yes ☐

No ☐

4. If no where do you sleep?
.....

5. How many meals do you take per day?

One ☐

Two ☐

Three ☐

6. What difficulties do you face at home?
.....

7. What difficulties do you face at school?

.....
8. Did you have enough time to prepare for the examination?

Yes ☐

No ☐

9. If no, what were the reasons?

10. Have you ever attended a guidance and counseling session?

Yes ☐

No ☐

Any other comment:

APPENDIX V: CURRICULUM VITAE

PERSONAL BACKGROUND

NAME : ONYANGO GIRISOM

REG. No. : BAE/43400/143/DU

DATE OF BIRTH : 05/03/1992

AGE : 25 YEARS

GENDER : MALE

CIVIL STATUS : UGANDAN

EDUCATIONAL BACKGROUND

University: Kampala International University

Secondary School: Katerema Secondary School

Primary/Elementary: St. Yowana Maria Gombe Kayunga Primary School Wakiso.

RESEARCH EXPERIENCE

Course: BAE/ARTS

RESEARCH TITLE

The Impact of Socio-economic status on students' academic performance in Uganda, case study West Budama Constituency, Tororo District.