SOCIAL STRATIFICATION AND ACCESS TO PRIMARY EDUCATION IN UGANDA: A CASE STUDY OF BUNGA PRIMARY SCHOOL MAKINDYE DIVISION KAMPALA DISTRICT

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DECLARATION

I hereby declare that this research report is my original work and it has never been submitted to this or any other institution of higher learning for any award.

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APPROVAL

This work was supervised from the development of the proposal to completion of the full research report and I approve that the work should be submitted to the Department of Economics and Statistics and to the College of Economic and Management of Kampala International University.

SIGNATURE...................................

MR. MWEBESA EDSON

DATE........16/08/2018

DEDICATION

This research report is dedicated to Dad Oonyu Charles and all my family. Thank you for the support through my academic endeavors. May God reward you.

ACKNOWLEDGMENT

ABSTRACT

The purpose of this study was to investigate whether there is a significant difference between social stratification on pupil's access to education in Bunga Primary School in Makindye Division Kampala District. It was guided by three objectives: to identify social stratification in terms of gender, age, pupil's residence, religion and number of children from home at Bunga Primary School in Makindye Division Kampala District, to assess the level of access to primary education in Bunga Primary School in Makindye Division Kampala District and to determine whether there is are significant differences between the level of social stratification and access to primary education in Bunga Primary School in Makindye Division Kampala District. The study applied only quantitative research approach mainly descriptive correlations design. The target population was pupils from a primary school. A sample of 86 pupils from primary six and primary seven was chosen based on simple random sampling to be part of the study. Data were collected using both self-administered questionnaires and analyzed by use of means, standard deviations, Pearson's linear correlation coefficient and linear regression analysis- test and Analysis of Variance (ANOVA). The study sought to test the null hypothesis of the study which holds that there is no significant difference between the level of social stratification and pupil's access to education. The study found out that: gender, age religion, pupil's residence from school and number of children from home are statistically insignificant. The findings have indicated that Access to primary Education in the selected school that participated in the study was moderate. The study also found out that there is no significant difference between social stratification and pupil's access to primary education at 0.05 level of significance. In conclusion, findings have disproved the null hypothesis by highlighting that indeed there is a significant difference between the level of social stratification and pupil's access to education. The researcher concluded that there is need for the government to empower the local communities in the district so that they can climb up the social ladder and have better access to education. This can be by targeting the marginalized social groups like girls, and the disabled as well as the low income earners. The parents and guardians of pupils need to be sensitized on the importance of education which in turn will improve their social status. They need to take advantage of the Universal Primary Education program and invest in the social improvement of their children. Sensitization can be done through having regular community meetings and door-to-door campaigns about the importance of educating children and taking advantage of existing government programs.

TABLE OF CONTENTS

LIST OF ACRONYMS

APE:	Access to Primary Education
ANOVA:	Analysis Of Variance
MOE:	Ministry of education
PTA:	Parent-Teacher Association
SES:	Social Economic Status
UBOS:	Uganda Bureau of Statistics
UK:	United Kingdom
US:	United States
UPE:	Universal Primary Education

LIST OF TABLES

x

CHAPTER ONE

INTRODUCTION

1.1Backgorund

1.1.1 Historical Perspective

Formal education plays an important role as a social stratified in both developed and developing countries. In most developed countries such as United Kingdom, the expansion in higher education together with policies widen access to higher education by the underrepresented groups which has enabled more people from abroad range of background to benefits from opportunities that higher education study can bring especially toward the end of 1980s (Hartmann, 2000). Though there have been improvements in some areas especially by ethnic minority representation, there is still significant under representation in university education by people from lower social groups.

In United States (US), the most pronounced form of stratification is manifested in the rise and expansion of community colleges. Since the founding of the first community college in 1901, they grew rapidly to number more than 1000. However, despite rapid expansion of schools in the US, there is persistent inequality in educational provisions. The individuals who are members of the middle and upper class gain the most societal power as higher education provides them such proficiencies as political skills and bargaining tools (Dumais, 2000). In the study conducted by Kazeem et al. (2010) to determine the demand and supply side constraints of educational attainment in Nigeria, it was found that distance from school constituted an additional burden in the pursuit of education for children from less wealthy backgrounds. Distance from school was found to be a major factor for primary and secondary school attendance: living 20 minutes or more away from school reduced the probability for primary and secondary school attendance by 27% and 52%, respectively.

However in the recent decades the global community and individual governments have made concerted efforts to support expansion of access to education for all social classes. The movement towards free universal primary education in most developing nations, especially in Third World countries, has allowed educational systems of many developing countries to expand massively. In recognition that schooling cost is a critical deterrent of school attendance, many

countries in developing regions have adopted tuition-free education policy as the tool for attracting poor children who otherwise may not consider going to school due to financial and other social constraints as cited in Onwuameze and Nkechi (2013), the wealthy class children are still more likely than children from low SES to be enrolled in school (Kazeem et al., 2010).

Moreover, other costs associated with schooling, including the imposition of a levy (for example, Parent-Teacher Association/ PTA fees) and the cost of uniforms and textbooks to deter poor pupils from regularly attending schools, makes equalization of opportunity unattainable.

In Uganda, the Universal Primary Education (UPE) was launched in 1997 putting emphasis on equal opportunity to promote gender parity in enrolment, retention, and performance in primary education, following this, the dropout rate for both boys and girls dropped however, although the gross enrolment increased at the introduction of UPE from 1997, there are still more boys enrolling than girls as cited in report by Uganda Bureau of Statistics (2012).

In addition to this Sharkey (2008) observes that there is substantial racial/ethnic, gender, and national origin disparities in material resources, labor market opportunities and educational outcomes differences in enrollment; access to education. Bailey & Dynarski, (2011) argue that, the socioeconomic status of one's parents is strongly predictive of one's own material well-being, earnings and educational achievement. This study intends to investigate how such factors influence access to primary education in Uganda; a case of Bunga Primary School in Makindye Division Kampala District.

1.1.2 Theoretical Perspective

This study will adopt conflict theory of social stratification. The theory was initially propounded by Karl Marx (1818-1883). The proponents of this theory like Marx and Max Weber (1864-1920) believes that "society is full of social groups with different aspirations, different access to life chances and gain different social rewards. According to them relations in society, are mainly based on exploitation, oppression, domination and subordination (Aina, 1987). This theory was chosen because; the conflict that exists between different groups in society also affects education. Education which is one of the vital institutions of the society is being influenced by

2

conflict. Thus as children from different status and background struggle to get education, those from higher social background have higher chances of getting access to education than those from lower background and the resultant of which inequality persists. Given the available literature in the public domain, we know far too little about inequality of opportunity, relative to what we know about inequality of outcomes. More focused attention, we argue, should be given to unpacking the ecology of economic, political, Social, and cultural influences that shape individuals' and communities' life chances and welfare.

1.1.3 Conceptual perspective

Social stratification has been defined by various scholars. In the world of Collins (1996), social stratification refers to a society's categorization of its people into rankings of socio economic tiers based on factors like wealth, income social status, occupation and power. Murray (1986) conceptualizes social stratification as a horizontal division of society into higher and lowers social units. He went further to categorize stratification into: social class, gender, racial /ethnicity, age and disability.

In line with this, Gilbert (1982) defined social stratification as the division of society to permanent groups or categories linked with each other by the relationship of superiority and subordination. From the definitions, we can deduce that social stratification is a special type of differentiation in which individuals or group of people are ranked one above the other based on the amount of power, wealth, prestige, and education they possess.

Access to education on the other hand means everyone has a right to education. According to Enaohwo (2006) access to education means right, opportunity or means of making education available within the reach of every citizen of a nation. It has been defined by Maiwada (1992) as a process that covers the threshold of access/enrolling, attending and completing and possibly transiting to the appropriate level of education. In its full meaning access to education means unlimited or unhindered opportunities at each level of education to obtain knowledge, skills and abilities available at that level needed to optimally participate and contribute to development in the society (Okeke, 2009). From these concepts; we can understand that access to education is

3

the extent to which people have opportunity to acquire learning at all levels of education without discrimination on grounds of wealth, gender, age or power.

1.1.4 Contextual perspective

It is imperative to make a brief mention of the education system in Uganda in order to put the study into perspective. The Ugandan educational system follows a 7-4-2-4 pattern seven years of primary education, followed by four years of lower secondary or "Ordinary" level, two years of upper secondary or "Advanced" level, and a further four to five years of tertiary education.

According to the report by Uganda Bureau of Statistics, (2012), about 4 of every 10 female headed households in Uganda did not have formal education. This has considerable effects on the welfare of the entire home since the home management is usually dominated by women.

In most low income families, children mainly go to government owned schools whose educational standards in most cases do not match the privately owned schools. For the poor families who cannot afford to send their children to school, the option is to stay at home and engage in different activities some of which generate income to supplement on the family expenditure. This has accelerated educational inequalities between the rich and the poor. Research in Uganda indicates that in poor families girls lag behind boys by 20% in enrolment at secondary level and the gap widens further at tertiary and university levels where cost and gender become important factors in determining access to education Naamara et all (2017). On this very note and team assert that girls have also remained strongly disadvantaged in education, in other parts of the world such as sub- Sahara Africa, South Asia, the Middle East, and North Africa, Grant et al (2010). In the United States, information suggests there is a wide rift between top and bottom and inequality is increasing as a consequence of a growing premium on college and postgraduate education. Accordingly to Higgins K (2009), the enrolment, accomplishment, and achievement rates at primary level are higher in the central region than in the eastern region of Uganda, however a much broader approach, could help in better understanding of the ways in which education systems relate to the production of inequality in complex and contradictory ways.It is against this background, the researchwas undertaken to determine whether a

significant relationship exist between social stratification and Pupils access to higher education in Uganda.

1.2 Statement of the problem

It is widely known that poor quality education plagues the system of education in developing countries, partly due to poverty and poor infrastructures. Enrolment and keeping children in school has continued to be an uphill task for many governments of developing nations. For instance, out of the 69 million out-of school4 children in the world, 29 million reside in Sub-Saharan Africa (UNESCO, 2011). Also, an estimation of about 38 million children in Sub-Saharan Africa drop out of school yearly mostly due to economic hardship, and the trend is likely to continue unless drastic measures are in place (Abuel-Ealeh et al., 2010). The problem is even worse when considering the level of disparity between social class and gender. Therefore international organizations and other interested observers have since resolved to focus on increasing access as the starting point for achieving educational equality.Thus even though the body of literature has reported some of the factors to be associated with stratification and education such as regional and ethnic influence, there are still gaps in the literature especially on students accesses to university education whichgap, this study seeks to bridge. In Bunga Primary School in Makindye Division Kampala District, it's notable that a good percent of the females compared to males did not attend school because they had to help at home and other stratification challenges associated with the socially constructed roles of females in society.This is what inspires me to undertake this research with a view to investigate the relationship between social stratification and pupil's access to primary education.

1.3 Purpose of the study

The purpose of this study is to investigate whether there is a significant difference between social stratification on pupil's access to education in Bunga Primary School in Makindye Division Kampala District. The study will seek to validate conflict theory on which the study is based; it will also seek to test the null hypothesis of the study.

1.4 Research Objectives

i) To identify social stratification in terms of gender, age, pupil's residence, religion and number of children from home at Bunga Primary School in Makindye Division Kampala District.

ii) To assess the level of access to primary education in Bunga Primary School in Makindye Division Kampala District.

iii) To determine whether there are significant differences between the level of social stratification and access to primary education in Bunga Primary School in Makindye Division Kampala District.

1.5 Research question

i) What are the levels of social stratification in terms of gender, age, pupil's residence, religion and number of children from home at Bunga Primary School in Makindye Division Kampala District?

ii) What is the level of pupil'saccess to education at Bunga Primary School in Makindye Division Kampala District?

iii) Is there a significant difference between the level of social stratification and pupil's access to education at Bunga Primary School in Makindye Division Kampala District?

1.6 Hypothesis

There is no significant difference between the level of social stratification and pupil's access to education.

1.7 Scope

1.7.1 Geographical scope.

The study was conducted in Bunga Primary School in Makindye Division Kampala District, located in the Central region in Uganda.

1.7.2 Content scope.

This study was undertaken to determine the level of social stratification on pupil's access to education,and this will rely on both secondary literature and primary data on the subject.

1.8 Significance of the study.

Findings of this study may be of great importance to:

a) It may be of significance to the pupils as it will enable them to understand their differences, as well as how they could be able to appreciate to learn together despite of their varying social and economic backgrounds.

b) Teachers may also benefit from the findings of this study by providing them with new ideas on how they will treat pupil's from varying background equally, irrespective of their status or class.

c) Schools and institutions of higher learning will benefit from the findings of this study as they will be made to understand certain measures on how to make education accessible to all the pupils irrespective of their differences, as well as how to minimize some obstacles that prevent disadvantaged group form securing admission or enrolment.

d) Government will benefit from the findings of this study; the recommendations will help the government to initiate policies that will help in providing equal education opportunities to all.

e) It may be of great benefit to curriculum planners and policy makers by providing the former with knowledge on how new curriculum will be formulated to suit students from varying backgrounds and otter with strategies on how to promote equality of education opportunities at especially at lower level of education.

f) Findings will also benefit nongovernmental organizations especial those fighting for the right of disadvantage groups like females, and children from low background to know the propensity of inequality in higher education and what they will do to help them.

g) The findings will be a reference to future researchers who want to carryout relevant research in the field.

1.9 Summary

This chapter deals with the background in form of historical, theoretical, conceptual and contextual background. Statement of the problem, purpose of the study, research objectives, research questions, scope and significant of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will review conflict theory which is relevant to the study, conceptual framework related to social stratification and access to higher education is designed, and relevant literature related to social stratification and access to education was thoroughly examined objectives by objectives.

2.1 Theoretical Review

The study will adopt conflict theory of stratification proposed by Karl Marx (1818-1883) in 1845, and later reviewed by Max Weber in 1912, the theory was cited by Collins (1994) in his book four sociological traditions: selected reading. According to this theory, society is full of social groups with different aspirations, different access to life chances and gain different social rewards. Relations in society in this view are mainly based on exploitation, oppression, domination and subordination. Conflict theories draw attention to power differentials such as class conflict, and generally contrast traditional or historically – dominant ideologies. The theory according to Collins (1994) is associated with critical theory, feminist theory, queer theory, post-modern theory, post-s structural theory and post-colonial theory.

The theory is related to this study in the sense that it emphasizes class differentials and power struggles between various groups and individuals in society. Thus, the issue of class differences and inequality is also reflected in the education sector which is the main focus of this study.

According to Weber in Collins (1994), education is controlled by the state which is controlled by the powerful, and its purpose is to reproduce existing inequalities as well as legitimize acceptable ideas which actually work to rein force the privileged positions of the dominant group.

In relation to stratification and access to education, conflict theories emphasize that education is being used by the dominant powerful groups to achieve a purpose by maintaining the status quo, where lower class children become lower class adults, and middle and upper class children become middle and upper class adults.

Mcleod (1972) cited in Collins (1994) argues that teachers treat lower- class kids like les competent students, placing them in lower 'tracks' because they generally have fewer

opportunities to develop language, critical thinking, and social skills prior to entering school than middle and upper kids which is detriment to their chances of getting access to education.

Conflicts theorists also point out that while private schools are expensive and generally reserved for the upper classes, public schools; especially those that serve the poor, are underfunded, understaffed and growing worse (Aina, 1992). She further asserts that inequality in society persists because the dominant group has, over time, closely aligned education with middle class values and aims, thus alienating people of other classes.

More so, conflict theorists stress that this social production continues to occur because the whole education system is over train with ideology provided by the dominant group. In effect, they perpetuate the myth that education is available to all to provide means of achieving wealth and status. Therefore, anyone who fails to achieve this goal according to the myth has only themselves to blame.

Thus, in relation to this study, while conflict theory stress societal structure that favours in equality, this study will also work along this line by intending to find out if a significant relationship existbetween social stratification and pupil's access to education in primary schools.

2.2 Conceptual Framework

Independent Variable:

Social Stratification

Dependent Variable:

Gender	
Age	
Religion	
	Access to Education
Pupils' residence from school	
Number of Children in Home	
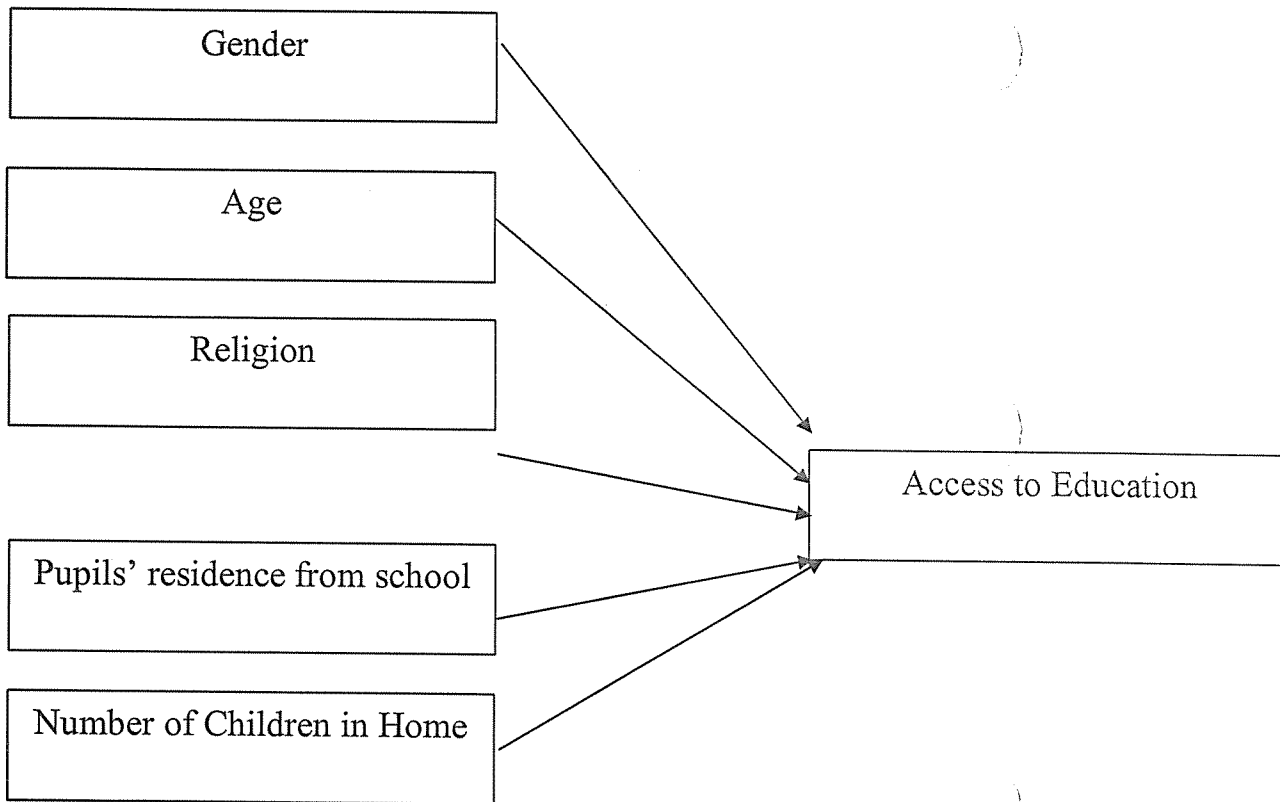
Source: Onwuameze and Nkechi (2013)

The frame work Figure 1 that the independent variable is social stratification and the dependent variable is access to education. The indicators of the independent variable are: gender, age, religion, pupil's residence from school and, number of children in home, level of education and occupation. As show in in the framework, each of the indicators affect access to education.

10

2.2 Related Literature

2.2.1 Genderand Pupil's Access to Education

Despite significant progress in the expansion of education in most developing nations, females still lag behind in enrolment and achievement at all levels of schooling. At the lowest level of basic schooling (primary), participation rates are high for both males and females and appear to have promising gender-leveling prospects, but the situation reverses remarkably at later transitions (secondary and tertiary, Onwuameze and Nkechi (2013, p 46-49). The Ministry of education in Uganda has focused on closing the gap between the girl and boy child with less attention to retention and achievement; and quality of education. Moreover, provision of quality education leads to increased enrolment and retention and ensures children realize the benefits of education. The primary focus on girl child access to education may overlook boy child education needs. While disparities in primary and secondary enrolment rates are decreasing, they have not yet been eliminated (UNESCO 2007). This stipulates that more males compared to females had enrolled in school among all age groups. A wider gap is evident at secondary level with males registering a higher percentage (52%) of enrolment.

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2.2.2 Age and Pupil's Access to Education

In Uganda, the academic year begins in February and ends in December, and the official primary school entrance age is 6. The system is structured so that the primary school cycle lasts 7 years, lower secondary lasts 4 years, and upper secondary lasts 2 years. Uganda has a total of 9,428,000 pupils enrolled in primary and secondary education. Of these pupils, about 8,098,000 (86%) are enrolled in primary education. Although youth in this age group may still be in school and working towards their educational goals, it is notable that approximately 4% of youth have no formal education and 52% of youth have attained at most incomplete primary education, meaning that in total 57% of 15-24-year olds have not completed primary education in Uganda (Onwuameze and Nkechi, 2013).

Table 1: Total Enrolment by Gender and Age groupin Uganda.

Age group(years)	Male	Female	Total
Primary(6-12)	3,016,054	3,039,346	6,055,401
Secondary (13-18)	1,907,882	1,763,296	3,671,178
Tertiary (19-24)	461,514	343,565	805,079
25+	104,630	50,624	155,255
Total	**5,490,081**	**5,196,832**	**10,700,000**

Source: UNHS, 2009/10

2.2.2. Cultural backgrounds and Pupils Access to Education

In Teso and many parts of Uganda, there are cultural norms and beliefs that advanced education for women makes them proud and less likely to humble themselves to perform their traditional roles as mothers and wives. Thus according to the community, the male children are more valued than female children, so when families cannot afford for every child to attend school, they choose to train their male children over their female children(Onwuameze & Nkechi, 2013).

A possible scenario from Teso, the first female child is the child that the family looks up to, to become the "surrogate" mother, her typical role is to cook, clean the house, help raise siblings among other duties, and may even be hindered from going to attend school.However, the first male child is the pride of the family, the one to keep and maintain the family name and reputation. He also has several responsibilities and is trained from an early age to be the caretaker of the family, but in his case, the family is willing to sacrifice so much more to make him succeed both in education and career. It is not unusual for a poor family to sell the last piece of family land to raise funds to further his education. The support for male first born child is

viewed to have intergenerational benefits; he is the one to stay in the family and provide for them subsequently, while in the case of a female, she is considered to marry and go away.

2.2.3 Family Wealth Status and Pupil'sAccess to Education

The evidence that family background is a crucial variable influencing educational outcomes is overwhelming, Coleman and his colleagues (Coleman et al., 1966) as cited in Onwuameze,et al (2013),attempted to study the determinants of the degree of educational opportunities in the United States. Using large scale data from over 600,000 students and teachers, they found that students' achievement was more related to family characteristics of the students than to schooling factors. In other words, the differences in students' academic performance were more attributable to family characteristics than to schooling factors. Similarly, in a follow-up study, Jencks et al. (1972) as cited in reassessed Coleman's data and found in his study that, family background explained up to 50% of the variance in student achievement, while schooling factors contributed minimally to the variance. There is also much evidence from industrialized countries that suggest expansion of education coupled with the gains during industrialization in the 20th century has not changed the relationship between family background and educational and social stratification (Shavit & Blossfeld, 1993). Thus, this evidence that family background remains a significant determinant of educational outcome and labor market success is in sharp contrast with the views that traditional modernization theorist's project.

It is well established that all social classes have benefitted from educational expansion, but modernization theorists extend this to mean that the dependency of parental status in influencing their children's education will decrease significantly over time. For instance, the motion by Treiman that as industrialization increases, educational opportunity will expand and become less dependent upon social status, he claimed that as industrialization occurs and influences the process of education expansion, "success or failure comes to be defined as an individual matter rather than as a manifestation of a collective fate" (Treiman, 1970, p. 227). This assumption asserted that inequality in educational opportunity will decline over time because educational expansion will lead to increases in enrolment especially for people at the lower strata. Therefore saturation, which already exists for groups at the higher level of socioeconomic strata, On the contrary, several empirical studies suggest that social background influence on educational

13

outcome persists, with a few exceptions because Children from high social background are tracked to superior schools and the resulting inequality can be understood within the parameters of as low class children can only access low grade schools with lower schooling resources, lower qualified teacher, Onwuameze,et al (2013, p. 30-33) ,in the same note, Becker (2003) argued that there are still significant social class differences when it comes to distribution of education benefits and the decision to continue schooling.

2.2.4 Religion and Pupil's Access to Education

Contemporary access to schooling – a solid pathway to educational attainment – depends on a country's educational infrastructure. In many instances, the foundations of that infrastructure are based on facilities originally built by religious leaders and organizations to promote learning and spread the faith. There is no doubt that religious inequality limits overall progress in education in every part of the world where it exists. The study of regional inequality in Uganda and in many developing regions is hardly complete without tracing the evolution of education to map out how the different regions responded when Western education was introduced in the country (Aluede, 2006). The missionaries introduced the first formal Western education in Teso and they became the major distributors of education throughout the colonial era and early periods after colonization. As a result, other areas where they settled have better access to education facilities than others.

Moreover, the spread of Western education in eastern Uganda predominantly to Muslim Population became extremely difficult due to religious beliefs that Western education was

"Anti-Islam". Most colonial leaders were Christians which helped to amass the support to western education compared to the Quranic , thus some Muslims are still skeptical of sending their children to Christian schools, just as Christian parents are opposed to taking their children to Muslim founded schools, which keeps children lagging behind in education as primarily resulting from religious dogmatism and then from poverty and cultural norms. This region-religion based inequality that started from the colonial era has persisted until the present and continues to plague the socio-economic structure in the country. In an empirical study, Kazeem et al. (2010) found that children from Christian households are five times more likely to attend school than their counterparts from Muslim households.

14

The influence of religion on attendance also ranked as second most important after family wealth influence. In another study, Lincove (2009) in his study in Nigeria found out that Islamic religion and residing in the Northeast and Northwest have significant negative association with schooling attendance. With an enrolment rate of 53.6%, the author suggested that Muslim children are the least likely to attend school. Gender-Islam interaction was also emphasized in the study. Being Islam and being a female Muslim in the North are associated with low educational outcomes. In Northern Nigeria, religious and socioeconomic factors combine to work against the advancement of female education (Csapo, 1981)

There is still a strong belief among many conservative northerners that the education of girls is "un-Islamic" (Csapo, 1981). Islamic girls are generally forced into early marriages, and the decision whether or not to attend school lies solely with the parents. Ogunjuyigbe and Fadeyi (2002) presented the perspective that Islamic parents prefer their daughters to attend Islamic schools because it guarantees the preservation of their religious values and helps them perform their traditional roles. The study also reported that at the household level, the lack of support for educating girls include the perception that "female education ends in marriage" and it is "believed to be destabilizing as many educated women now agitate for change in traditional roles and decision-making processes" (p. 116).

2.2.5 Residence and Pupil's Access to Education

Similar to the situation in most developing countries, the divide between rich and poor regions is reflected in the outcomes of education, whether measured in terms of achievement, attendance, school selectivity, or access. As evidenced by the current analysis, children from wealthy regional background achieve significantly better in both reading and numeracy. Say for example in comparison of the PLE performance, Bukedi region where Teso sub-region happens to belong is always ranked low in performance following the absence of better amenities for pupils learning compared to other regions. In addition, children from rich locations versus children from the lowest wealth quintile are 7.99 times more likely to achieve in reading assessment. One possible explanation examined by other researchers is that the home environment of wealthy children is conducive for learning because of increased access to resources such as social capital (Orr, 2003). In Orr's (2003) terms, wealth as a form of economic capital is easily converted to

15

other forms of capital, such as cultural or social capital, that reinforce educational advantage for wealthy children. Wealthy parents are able to provide educational materials such as textbooks, computers, and extra tutoring for their children, affording boarding fees or cheap transport means as well as create a home environment conducive for learning. In contrast, parents from poor socio-economic backgrounds not only lack the resources to provide educational materials for their children, cover long distances to access school but also the conditions in the home environment such as malnutrition and poor health place the children at further risk of failing in school.

2.3 Summary

The title of this chapter is literature review. In it, the conflict theory related to the study has been thoroughly reviewed, conceptual frame work related to the topic has been designed and various literature relevant to the study has also been examined.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter deals with research design, research population, sample size, sampling procedure, research instruments, validity and reliability of research instruments, and data gathering procedures. It also includes data analysis, ethical considerations as well as limitations of the study.

3.1 Research Design

This research employed correlation and survey design. Correlation was used because the study intends to investigate whether there is a significant relationship between the level of social stratification and pupil's access to education in Bunga Primary School in Makindye Division Kampala District. Only quantitative approachwas used in this study.

3.2 Research Population.

The population for this study comprises of 86 parents of Bunga Primary School in Makindye Division Kampala District.

3.3 Sample size

The sample for this study was derived using Slovene's formula as cited by Amin (2005)

$$n = \frac{N}{1+Ne^2}$$

From the formula, using the population, the sample size for this study is 86.

3.3 Sampling procedure

This research used both stratified and simple random sampling. Stratified random sampling was used to ensure that respondents are selected according to their characteristics. This was done by finding out from the list of the target population number of males and females, and the geographical area they came from.

After that, simple random sampling was used to select from each of the characteristics, and respondents selected was found using track and trace method. (This method has been used by James 2002 in his study on socio economic background and education participation in United Kingdom).

3.4 Research Instrument

This study used a researcher devised questionnaire to collect data from the respondents. The reason for using questionnaire is because the study involves a large sample of over 86. The questionnaire was formulated based on the objectives of the study.

3.5 Validity and Reliability of research instruments

The questionnaire for this research was developed under the guidance of a lecturer in my department who is expert in the field after which the validity index was used to ascertain the validity of the questionnaire.

A pre- test of the questionnaire was carried out and the researcher found the reliability of the questions, after which the instrument was adjusted according to the responses of few people to be used.

3.6 Data Gathering procedures

In this study, a research assistant was appointed to help in administering the questionnaire, letter of introduction will also be collected from the authority concern to deliver to the respondents, after which the instruments was administered to the respondents and was retrieved after 3 days. After retrieving the questionnaire, data editing was carried out to check errors and completeness of all answers.

3.7 Data Analysis

After data has been successfully collected using relevant research instruments, data was reduced to tables and calculated values, diagrams for easy explanation. The findings were later analyzed by the study so as to sort out what was presented by using statistical methods like percentage and frequency distribution tables.

3.8 Data processing, presentation and Analysis

Qualitative and Quantitative data was coded, edited and categorized according to the research objectives. Qualitative data form interview was organized systematically where the responses from different categories of respondents was categorized in line with research objectives to establish the frequencies and percentages of proper analysis. The data was analyzed by using

means and standard deviations to determine the level of social stratification and students' access to higher education. Also, Pearson's linear correlationwas used to determine if there aresignificant relationships between the level of social stratification and access to education, at 0.05 level of significance and to test the null hypothesis of the study.

3.9 Ethical considerations

In this research an approval from the ethics committee was sought, and the consent of the respondents was needed before they respond to the questionnaires. Their safety and confidentiality was also assured.

3.10 Limitations of the study

The studydid not cover all the area selected, due to time and financial constraints and complexity of the topic, as such, results were subject to the current situation at Bunga Primary School in Makindye Division Kampala District, thus limiting their applicably.

3.11 Summary

This chapter is about research methodology. In it, research design to be used for the study, research population, sample size, sampling procedure and research instruments are highlighted. Validity and reliability of the instruments, data gathering procedures, ethical considerations and limitations of the study are examined.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.0   Introduction

This chapter includes results (findings) from the study and their analysis in relation to the objective of the study and these are: to identify social stratification in terms of gender, age, pupils residence religion and number of children at home at Bunga Primary School in Makindye Division Kampala District; to assess the level of access to primary education in terms of geographical access, and cost of education in Bunga Primary School in Makindye Division Kampala District; and to determine whether there are significant differences between the level of social stratification and access to primary education in Bunga Primary School in Makindye Division Kampala District.

4.1   Response Rate

A total of 86 questionnaires were administered to the respondents of Bunga Primary School in Makindye Division Kampala District. But at the end of the exercise, 77 questionnaires were collected thereby giving a response rate of 89.5% and a non-response rate of 10.5%.

Table 4.1:   Response Rate

Questionnaires	Frequency	Percentage (%)
Returned	77	89.5
Not returned	9	10.5
Total	**86**	**100**

Source: Primary data, 2018

4.2 Demographic characteristics of respondents

The demographic characteristics that were discussed include gender, age pupils' residence from school, religion and number of children. The table below shows the distribution of these demographic characteristics.

Table4.2: Demographic Characteristics

Profile	Category	Frequency	Percentage
Gender	Boys	45	58.4
	Girls	32	41.6
	Total	77	100.0
Age	4 to 8 years	42	54.5
	9 to 12 years	33	42.9
	Above12 years	2	2.6
	Total	77	100.0
Pupil's residence	Within school	22	28.6
	Around school	38	49.4
	Far from school	17	22.1
	Total	77	100.0
Religion	Catholic	33	42.9
	Anglican	23	29.9
	Islam	14	18.2
	Others	7	9.1
	Total	77	100.0

Source: primary data, 2018

Table4.2 above indicate that out of 77 participants, the greatest number were boys 45(58.4%) while girls were least 32(41.6%). This implies that boys are many in the school compared to girls. The table also conveys that majority of the pupils who participated 42(54.5%) lie in the age bracket 4to 8 years, followed by 33(42.9%) pupils within the age bracket 9to12 years while the least number of pupils in the schools where the study was carried out that's 2(2.6%) were 12 years. This implies that majority of the pupils in the school lie in the age bracket 9to12.

21

The also depicts that greatest number of pupils 38 (49.4%) stay around the school, followed by 22(28.6%) who stay within the school. The findings also indicate that the least number of pupils, 17(22.1%) stay far away from school. The highest number of pupils living within and around school implies that their accessibility to schools is quite easy. Further still, it was indicated in regard to the religion of the pupils that the greatest number of pupils 33(42.9%) are Catholics. It also indicates that 23(29.9%) are Anglicans, followed by 14(18.2%) pupils from Islam and finally 7(9.1%) from other religious sections. This implies that the school is dominated by pupils from catholic families.

Table 4.2.1: Distribution of children in Homes

Number of children	Frequency	Percent (%)
1	2	2.6
2	7	9.1
3	16	20.8
4	21	27.3
5	19	24.7
6	8	10.4
7	3	3.9
8	1	1.3
Mean	**4.16**	

Source: Primary data, 2018

The findings from table4.2.1 indicate that the greatest number of pupils 21(27.3%) come from families having 4 children, followed by pupils from families having 5 children 19(24.7%) and 16 pupils (20.8%) from families having 3 children. It was also indicated that 8 pupils (10.4%) come from families having 6 children. 7 respondents (9.1%) come from families having 2 children. 2 respondents (2.6%) come from families having one child while onlyone pupil (1.3%) was

indicated to come from a family having 8 members. This implies that most children come from nuclear families. In general, it was revealed that the average number of children per home is 4.16. This implies that at least every family in the Bunga town where the study was carried have a primary school going child.

4.2.2: Level of Access to Primary Education

Another of the objectives of the study was to assess the level of accessibility to primary education in terms of geographical access, and cost of education in Bunga Primary School in MakindyeDivision Kampala District. In order to achieve this objective, descriptive statics were computed in terms of means, standard deviations and ranks. The descriptive statistics provided knowledge on the challenges children face to access education. Means were used as a basis for determining the level of accessibility to school, while ranks were used to identify the factors that were most rated and least rated by participants.

Table4.2.2: Level of Access to Primary Education

Factors	Mean	Standard deviation	Rank	Interpretation
The higher my education level, the more my parents encourage me to stay in stay at school	4.44	1.153	1	Very high
My family is the biggest reason why i strive to perform at school	4.39	1.090	2	Very high
I believe i will be able to continue with my education beyond the current le	4.30	1.319	3	Very high
my family provide transport means to school	3.65	1.421	4	High
My performance at school is not affected by my situation at home	3.32	1.728	5	Medium
The distance from home to school is long	2.84	1.710	6	Medium
Sometimes i miss school because there is no money to pay the school fees	2.62	1.433	7	Medium
The home environment is conducive for learning	1.81	1.148	8	Low
Sometimes i miss school because of the long distance	1.71	1.202	9	Low
My religion affects my access to education	1.44	.659	10	Very low
Over role mean	**3.05**			Medium

Source: Primary Data, 2018

Evidence from the findings have indicated that Access to primary Education in the selected school that participated in the study is moderate (Over all mean=3.05). This was supported by the fact that parents highly encourage their children whenever they advance in levels of education (Mean=4.44, St.dev=1.153, Rank=1). This conveys that children are highly motivated, and are made love school by their parents.Additionally, the high level at which children's families are the biggest reason to why the pupils strives to perform at school also reveals the medium level of accessibility to education as this was ranked the 2nd with mean=4.39 and

St.dev=1,090. Similarly, the degree at which the participants forecast to continue with education beyond the current level is also very high (Mean=4.30, St.dev=1.319, Rank=3).this indicates that participants strongly agree to eliminate the illiteracy and poverty rates in the district. The findings in the subsequent table also indicate that the degree at which the participant is provided with transport means to school is high (Mean=3.65, St.dev=1.421, Rank=4). This implies that the participants agreed since they are able to reach school on time before their teachers begin lessons. The table also depicts that the level at which the participants performance are affected by the situation at home is Moderate (Mean=3.32, St.dev=1.72, Rank=5).this implies that they are neutral on scale rating because they have to do some work at home like cleaning up before leaving for school. Similarly, the participants have a moderate distance from home to school (Mean=2.843.32, St.dev=1.710, Rank=6).This implies a neutral scale rating because to a small extent participants reach school a beat late. Additionally, the level at which participants miss school due to lack of money to pay for school fees is moderate (Mean=2.62, St.dev=1.433, Rank=7). This indicates a neutral scale rate implying teachers have some records of absenteeism and participants miss lessons in class.

4.2.3 Social stratification and Access to Primary Education

The third objective was to determine if there is a significant difference between social stratification and access to education. The data were analyzed using comparative analysis (T. test), Analysis of variance, Correlation and Regression analyses and results are presented in the preceding tables.

Table 4.2.4 A comparative Analysis between the gender of pupils and their Access to Primary Education

Factor	Category	Mean	Std. Dev.	T- value	Sig. value	interpretation
Gender	Boys	29.8889	4.92776	-1.618	0.110	Not significant
	Girls	31.4375	3.47282			

Source: Primary data, 2018

Table4.2.4 depicts the comparative analysis between Social Stratification and Students Access to Primary Education in Bunga primary school in Makindye Division Kampala District.

The findings in the above table indicate that girls have high access to primary education compared to boys as observed from the means of (Mean=31.4375 and St.dev=3.47282) and (Mean=29.8889 and St.dev=4.92776) respectively. However it was indicated that gender is not a statistically significant factor as indicated by a sig. value of 0.110 > 0.005 and a t-value of -1.618. This resulted into concluding that the mean accessibility to school for boys and girls is almost the same.

Table 4.2.5 ANOVA between the constructs of social stratification and Access to Primary education

Factor	Category	Mean	Std. Dev.	F- value	Sig. value	interpretation
Age	4 to 8 years	30.5238	4.88521	1.696	0.190	Insignificant
	9 to 12 years	30.8788	3.71448			
	Above12 years	25.0000	1.41421			
Religion	Catholic	30.7273	4.82359	0.336	0.800	Insignificant
	Anglican	30.1304	3.53302			
	Islam	30.0714	4.56516			
	Others	31.8571	5.42920			
Pupils residence	Within school	30.2727	4.27820	0.273	0.762	Insignificant
	Around school	30.3684	4.56438			
	Far from school	31.2353	4.47953			

Source: Primary data, 2018

This stipulates that more males compared to females had enrolled in school among all age groups. A wider gap is evident at secondary level with males registering a higher percentage (52%) of enrolment.

Regarding the effect of religion of the pupils on access to education, it was revealed that the mean accessibility to school in most categories is almost the same. However it was observed that those belonging to other category had the highest mean accessibility to school (mean = 31.857) despite the higher standard deviation of 5.429. Relative to age, it was also observed that religion does not have a significant effect on access to education of pupils (F-value = 0.336 and sig. value = 0.800).

The study also investigated the effect of pupil's residence on access to education. From the findings it was established that this does not have a significant effect on access to education (F. value = 0.273, sig value = 0.762), there by leading to a conclusion that the mean accessibility to education in all residence categories is statistically the same.

Table 4.3.6: Correlation Analysis between the Number of Children in Home and Access to Primary Education

Covariates (Predictors)		Number of children in home
Access to Primary Education	Pearson Correlation	**-0.057**[*]
	R. Square	0.03
	p-value	0.621
*. Correlation is not significant at both 5% and 1% level (2-tailed).		

Source: Primary Data, 2018

The Pearson's correlation coefficient value for number of children in home and Access to Primary Education r=-0.057 and the p-value p=0.621 .This implies a very weak negative and insignificant relationship between number of children at home and pupils Access to primary education. This is tested at both 0.05 and 0.01 levels of significance. The R-square value of 0.03 implies that number of children in a home explain only 3% level of accessibility to primary education. This result is based on the fact that the study was carried out in a town school, where by parents in towns do not over produce unlike those in rural areas, this therefore make number of children not a significant factor in assessing the accessibility to primary education.

Table 4.2.7 Regression analysis between the Social Stratification and Access to Primary Education

Variable	Category	Coefficient (β)	Standard error	t- value	P-value
	Constant	30.73	1.94	15.88	0.000
No of children		-0.288	0.377	-0.76	0.448
Gender	Boy*				
	Girl	1.87	1.08	1.73	0.088
Age	4 to 8 years *				
	9 to 12 years	0.18	1.08	0.17	0.867
	Above 12 years	-5.85	3.50	-1.67	0.099
Pupil's Residence	Around school *				
	Within school	0.34	1.28	0.26	0.793
	Far from school	1.19	1.35	0.89	0.379
Religion	Anglican *				
	Catholic	-0.13	1.30	-0.10	0.918
	Islam	-0.67	1.58	-0.42	0.674
	Others	1.29	2.00	0.64	0.523
* shows the reference variable, R. Squared = 10.52%					

Source: Primary Data, 2018

Table 4.7 shows the regression analysis between the Social Stratification and access to primary education. It revealed from the results of the analysis that social stratification explains up to 10.52% of the level of accessibility to primary education in Bunga primary school. Results of the analysis also reviewed that number of children in a home does not significantly affect access to primary education of the children in Bunga primary school (p. value 0.44, and t- value = -0.76).

However this factor was found to have a negative relationship with access to primary education (β = -0.288). This implies that as number of children in a home increase by a unit, access to primary education reduces by 0.288. Similarly, the gender of the pupils was also not significantly affecting access to education (p. value 0.088, t. value = 1.73), despite that it has a positive relationship with access to primary education as observed from the β. Value of 1.87 (girl) implying that as the number of girl children increase by a unit, access to primary education increases by 1.87.

Regarding the age of the pupils in the school where the study was undertaken, it was observed that all age categories were not statistically significant (p. value >0.05). However pupils above 12 years were observed to have a negative relationship with access to education (β = -5.85), implying that as the pupils above 12 years increase in number, their access to education reduces by 5.85. Those between 9 to 12 years were observed to have a positive relationship with access to education (β = 0.18), in that as the number of children between 9 to 12 years increase, their access to education increases too by 1.8%. Another important factor affecting the pupil's access to primary education was the pupil's residence, this was found to be insignificant in all categories (p. value> 0.05) despite the fact that pupils residing within school and far from school have a positive relationship with access to education indicating that the a positive change in residence of pupils leads to a positive in access to education.

Lastly, in establishing the effect of religion on access to primary education, it was observed that catholic and Muslim pupils have a negative effect on access to primary education (β= -0.13 and -0.67 respectively), however the effect is insignificant (p. value > 0.05). Pupils within other religious affiliations were observed to have a positive effect on access to education (β= 1.29) though the effect is statistically not significant at 5% level of significance. (P. value >0.05)

On a general observation, it can be concluded that social stratification does not statistically affect pupil's access to primary education in Bunga primary school.

CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter is organized in three sections. The first section deals with the discussions in relation to the research objectives and conclusions. The second section focuses on conclusions while the final section presents recommendations followed by areas for further research.

The study objectives were to identify social stratification in terms of gender, age, pupils residence from school and number of children from home, at Bunga Primary School in Makindye Division Kampala District; to assess the level of access to primary education in terms of geographical access, and cost of education in Bunga Primary School in Makinye Division Kampala District; and to determine whether there are significant differences between the level of social stratification and access to primary education in Bunga Primary School in Makindye Division Kampala District. Data was collected using a survey questionnaire and was also analyzed in relation to the three.

5.2 Summary

This study was conducted to social stratification and student's access to primary education in Uganda in Bunga primary school in Kampala District. The data were collected using a self-administered questionnaire and results of the analysis of the study were presented in form of frequency counts, percentages, and ANOVA table and regression analyses.

The findings indicate that majority of the pupils at school were boys 45 (58.4%) while girls were least with 32 (41.6%). It was also established that majority of the pupils who participated 42 (54.5%) lie in the age bracket 4 to 8 years, followed by 33 (42.9%) pupils within the age bracket 9 to 12 years while the least number of pupils in the schools where the study was carried out that's 2 (2.6%) were 12 years and above. It was also depicted that greatest number of pupils 38 (49.4%) stay around the school, followed by 22 (28.6%) who stay within the school. The findings also indicate that the least numbers of pupils, 17 (22.1%) stay far away from school. The findings also indicated that most pupils were coming from homes with 4 to 6 children. Further still, it was indicated in regard to the religion of the pupils that the greatest number of pupils 33(42.9%) are Catholics. 23(29.9%) are Anglicans, followed by 14(18.2%) pupils from

Islam and finally 7(9.1%) from other religious sections. Concerning the effect of gender, age, number of children in home, religion and pupils residence on the pupil's access to primary education, findings revealed that these all have no significant effect on access to primary education as it was observed from their sig. values that were greater than 0.05 the standard level of significance.

5.3 Discussions

The findings on gender indicate that girls have high access to primary education compared to boys as observed from the means of (Mean=31.4375 and 29.8889) respectively. However it was indicated that gender is not a statistically significant factor as indicated by a sig. value of $0.110 >$ 0.005 and a t-value of -1.618. This resulted into concluding that the mean accessibility to school for boys and girls is almost the same. This is optimally due to women empowerment program in Uganda, this has encouraged and strongly fought for gender equality thus increasing the accessibility of girls to school. This finding is supported by the findings of Onwuameze and Nkechi, 2013 who in their study asserted that at the lowest level of basic schooling (primary), participation rates are high for both males and females and appear to have promising gender-leveling prospects, but the situation reverses remarkably at later transitions secondary and tertiary. Ogunjuyigbe and Fadeyi (2002) in their study also reported that at the household level, the lack of support for educating girls include the perception that "female education ends in marriage" and it is "believed to be destabilizing as many educated women now agitate for change in traditional roles and decision-making processes".Though much has been done, the Ministry of education in Uganda has mainly focused on closing the gap between the girl and boy child with less attention to retention and achievement; and quality of education. Moreover, provision of quality education leads to increased enrolment and retention and ensures children realize the benefits of education.

Regarding the age of the pupils in the school where the study was undertaken, it was observed that all age categories were not statistically significant implying that age in general has no significant effect on access to primary education (p. value >0.05). This leaves an implication that the enrollment rate at all age categories that is to say, from 4 to 12 years is generally the same. This is attributed by the presence of UPE that has supported the deprived parents to take their

31

children to school.And given the fact that at age of 4-6 years, children tend to show more desires to join school this means that between thoseages, enrollment of children to school is always high, thus changes in age at which children start school has an effect on access to education (vecchiotti, 2001)

Considering the effect of religion of the pupils on access to education, it was observed that religion does not have a significant effect on access to education of pupils (F-value = 0.336 and sig. value = 0.800).This is because religion cannot affect the process that covers the threshold of access/enrolling, attending and completing and possibly transiting to the appropriate level of education.In an empirical study by Kazeem et al. (2010) found that children from Christian households are five times more likely to attend school than their counterparts from Muslim households. However this is contradicting to the statement by Lincove (2009) in his study in Nigeria who found out that Islamic religion and residing in the Northeast and Northwest have significant negative association with schooling attendance. In his study he pointed out that with an enrolment rate of 53.6%, the Muslim children were the least likely to attend school. Gender-Islam interaction was also emphasized in the study and that being Islam and being a female Muslim in the North are associated with low educational outcomes. In Northern Nigeria, religious and socioeconomic factors combine to work against the advancement of female education (Csapo, 1981). There is still a strong belief among many conservative parents that the education of girls is "un-Islamic" (Csapo, 1981) this force many young girls into early marriages, and the decision whether or not to attend school lies solely with their parents. Ogunjuyigbe and Fadeyi (2002) presented the perspective that religious parents prefer their children to attend schools that are affiliated to their religions because it guarantees the preservation of their religious values and helps them perform their traditional roles.

The study also investigated the effect of number of children in a home on access of children to primary education, and according to the findings, this was indicated to have no significant effect on access to education of the children (p. value = 0.448 > 0.05). This fact is supported by existence of UPE program, this gets most of the children at school despite their numbers in a particular households. Also the strict laws that authorities have put on parents to send their

children to school also avails many children with a chance to have primary education. However some parents have neglected sending their children despite this opportunity ending up sending their children into business more especially in towns and in garden for those in villages. This is because of the high poverty rate in the country that make parents fail to even provide the basic necessities of school such as food, books pens and uniforms.

The study also investigated the effect of pupil's residence on access to education. From the findings it was established that this does not have a significant effect on access to education (F. value = 0.273, sig value = 0.762), there by leading to a conclusion that the mean accessibility to education in all residence categories is statistically the same. This finding can be relative to the statement of Orr, 2003 that the divide between rich and poor regions is reflected in the outcomes of education, whether measured in terms of achievement, attendance, school selectivity, or access. As evidenced by the numerous analyses, children from wealthy regional background achieve significantly better in both reading and numeracy. In this regard, children who reside within and around schoolsare expected to have quick and easy access to education.

5.4   Conclusions

The purpose of this study was to identify the strengths and weaknesses of social stratification on student's access to education in Bunga Primary School in Makindye Division Kampala District. The study sought to validate conflict theory on which the study is based; it also sought to test the null hypothesis of the study which holds that there is no significant difference between the level of social stratification and pupil's access to education.

In conclusion, findings have disproven the null hypothesis by highlighting that indeed there is a significant difference between the level of social stratification and pupil's access to education. The study has also found in agreement with the conflict theory which states that society is full of social groups with different aspirations, different access to life chances and gain different social rewards such as, in this case, access to education.

5.5   Recommendations

From the study findings, discussions and conclusions, the following recommendations are made:There is need for the government to empower the local communities in the district so that they can climb up the social ladder and have better access to education. This can be by targeting the marginalized social groups like girls, and the disabled as well as the low income earners.

The parents and guardians of pupils need to be sensitized on the importance of education which in turn will improve their social status. They need to take advantage of the Universal Primary Education program and invest in the social improvement of their children.

Sensitization can be done through having regular community meetings and door-to-door campaigns about the importance of educating children and taking advantage of existing government programs.

5.6   Areas for further study

The researcher recommends future scholars to extend the study to other districts around Uganda to cross-validate the findings herein on access to education.

This study used a cross sectional research design approach, which means that the behaviors of the variables overtime were therefore not analyzed and this restricts the applicability of the findings. Future studies should therefore consider using longitudinal designs to cross validate the findings.

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APPENDIX 1: QUESTIONNAIRE

Dear Respondent,

I am a student at Kampala International University pursuing a degree in Economics and Applied Statistics. My research is about: **SOCIAL STRATIFICATION AND ACCESS TO PRIMARY EDUCTION IN UGANDA: A CASE STUDY OF BUNGA PRIMARY SCHOOL IN MAKINDYE DIVISION KAMPALA DISTRICT** and I kindly request for your cooperation in filling this questionnaire and the information you provide is solely for academic purposes and will be treated with utmost confidentiality.

SECTION A: BACKGROUND INFORMATION:

Please tick the appropriate box that best describes your opinion on the following;

1. Gender (i) Boy ☐ (ii) Girl ☐

2. Age (i) 4-8 years ☐) 9-12 years ☐)Above 12years ☐

3. Pupils residence (i) within(☐ und (iii) Fa ☐ ☐

4. What are the number of children from home?..............

5. What is your religion?

_____

SECTION B: SOCIAL STRATIFICATION

In response, tick against the number which best represents your feelings and views in respect to the question using the five Likert scale format.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Please tick from the appropriate box the alternative that best describes your opinion in agreement with the statement bellow.

	SD	D	N	A	SA
Statement	1	2	3	4	5
There is always enough money to cater for needs at home					
My family members always contribute to pay for my school needs					
My parents find it hard to raise the fees for me to attend school					
I know of other pupils who miss school because they lack the requirements					
My parents favor boys to go to school rather than girls					
My parents are old enough to generate income for my education					
My mother is the head of my family					
The culture at my home supports me to attend school					
My parents provide me with textbooks for study					

10. Do you have anything more to say about the current status of your family?

_____

_____

SECTION C: ACCESS TO PRIMARY EDUCATION

Statement	1	2	3	4	5
The distance from home to school is long					
My family provides transport means to school					
Sometimes I miss school because of the long distance					
Sometimes I miss school because there is no money to pay the school fees					
My performance at school is not affected by my situation at home					
The higher my education level, the more my parents encourage me to stay in school					
My family is the biggest reason why I strive to perform at school					
I believe I will be able to continue my education beyond the current level					
The home environment is conducive for learning					
My religion affects my access to education					

Thank you for your time and cooperation.

APPENDIX II: CURRICUUM VITAE

Personal information (Bio data)

Name (s)   Ewangu Charles

Address(s)   P.O Box #, Ngora-Kampala

Telephone (s)   +256 788-455442/ 0750-635 358

Email   charlesewangu@gmail.com

Nationality   Ugandan

Date of birth   03rd March 1989

Gender   Male

Profile

An ambitious and focused person, a strong communicator with excellent inter-personal skills, positive attitude, strong work ethic, and a keen desire to learn and grow within a firm. As a dedicated professional he fully understands the importance of the Economics and Applied Statistics to any organization, and therefore aims to work along as effective and efficient as possible, fully understanding the pressures of achieving targets.

Education background

2015 to date   KAMPALA IMTERNATIONAL UNIVERSITY

   Award   **Bachelors of Economics and Applied Statistics**

20011-20013   PRIDE COLLEGE SCHOOL MPIGI

   Award   **Uganda Advanced Certificate of Education (UACE)**

2007-20011   ST. PETERS'S MINOR SEMINARY MADERA-SOROTI

   Award   **Uganda Certificate of Education (UCE)**

2000-2007   ST.ALOYSIUS DEMONSTRATION SCHOOL-NGORA

Award   Uganda Primary leaving Examinations (PLE)

Experience :

Internship /volunteering

Duties and responsibilities held:

- ❖ Intersection leader
- ❖ Master of ceremonies
- ❖ Organizing/ preparation of interview file
- ❖ Document handling and dissemination.
  - ❖ Preparing minutes
  - ❖ Organizing meetings and trainings.
  - ❖ Entering data is statistical packages like Statistical package for social sciences(SPSS)

Languages proficiency

Ateso(mother tongue)	Spoken	Basic
English	Spoken &written	Fluent

Key skills and competences

- A team player in the multicultural environment.

- Have the confidence and assurance needed to be an effective negotiator and dispute resolution.
- Not afraid to take on difficult tasks.
- Ability to pick up new skills and knowledge quickly
- Completing tasks in a timely, organised and professional manner

- Positive, confident and friendly demeanor with high level of integrity.
- Handling all confidential information in professional manner

- Ability to deal patiently and tactfully with people of different backgrounds

- High sense of confidentiality, initiative, articulation and good judgment.

- Basic computer knowledge.

    I attained all these through my educational background and various experiences.

References

MR. MWEBESA EDSON

Senior Lecturer

Kampala International University

Tel: 0782275512

MR. .ESIMU CHARLES

Under Secretary

Ministry of Water and Environment

P.O Box -Kampala

Tel: 0702939368

MR. OONYU CHARLES

Assistant Health Educator

Ministry of Water and Environment

P.O Box -Ngora

Tel: 07728346989

MRS. ECEILAI IRENE

Assisting Human Resource Manager

Audit House

P.o box- kampala

Tel:0788455442

I certify that the above information is true and correct to the best of my knowledge

Name: Ewangu Charles

Date: 15th /08/2018