

**THE SOCIAL-ECONOMIC FACTORS AND ACADEMIC PERFORMANCE  
CASE STUDY OF SECONDARY SCHOOLS IN PINGIRE SUB COUNTY SERERE  
DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION OPEN  
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**AUGUST 2018**

## DECLARATION

I AkareutPatriciadeclare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work for others.

Signature ..... 

Date... 26<sup>th</sup>/09/2018

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## APPROVAL

I hereby certify that this work entitled "The Social-Economic Factors and Academic Performance a case Study of Secondary Schools in Pingire Sub County Serere District" has been submitted with my approval for examination as university supervision.

Signature .....

Date: .....

**MR. LAAKI SAMSON**  
**SUPERVISOR**

## DEDICATION

To my beloved parents **MR. AND MRS Emaat Celestine** for their financial support towards my education. May God reward them abundantly

## **ACKNOWLEDGEMENTS**

I thank the lord almighty for keeping, protecting and giving me good health during the course of my study

I would like to appreciate the work of my supervisor Mr.Laaki Samson who diligently guided me during my research. May the Almighty reward her abundantly?

Special thanks goes to my parents for their love and support in form of school fees for my education.

I also wish to thank my teachers for their advice, knowledge and guidance towards my education. May God bless them.

I recognize the support of my dear brother, Peter who tirelessly supported and advised me in my studies

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I also acknowledge the efforts of my respondents who availed all the necessary information given to me as required.

## ABSTRACT

This study looks at the Social-Economic Factors and Academic Performance a case Study of Secondary Schools in Pingire Sub County Serere District. The purpose of this research study was to critically examine the influence of home background in student's performance in Pingire sub county Serere District. The area of concentration in this research students are: Family or home economic background, Life style of various social classes, and Family size and students' academic performance. This study was guided by three main objectives the general one being to examine the impact of Family economic status on student performance in Pingire Sub County. Chapter two of this study included the work of other researchers who investigated on the impact of social-economic factors and its influence on student academic performance in Pingire Sub County. Chapter three of explained the methodology that the researcher used to carry out this research study. Chapter four and five included analysis, presentation and discussion of the study and the conclusion was that it is true that social-economic factors really influences student academic performance.

**Keywords** *social-economic, Students, Academic Performance,*

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## CHAPTER ONE

### 1.1 BACKGROUND OF THE STUDY

An education system in any society both reflects and adopts itself to the political and economic circumstances of that society. Uganda a developing country is not let out in this race to educate her citizens to build her manpower to meet the need of our ever changing world. In accordance with this, various administrations have adopted various policy measures in making sure that the education policy is properly implemented. All the students are subjected to the same educational curriculum and the same teachers without partiality in different schools and in different area country wide. All these are in attempt to establish a good educational system that is geared towards obtaining good performance in educational attainment of students. However, it is rather paradoxical or true that while some students have good performance, others do not have but do poorly in terms of academic excellence. When the students are successful, there is no course for concern but when the students are unsuccessful, it gives course for concern. Many areas in Uganda have been characterized with these kinds of lapses but a lot has been registered in Serere District.

This study has put its focus on the selected secondary schools in Pingire sub county Serere District due to the alarms that have been shown in the past decades of poor performance of students in this District at all levels however this study has been posted on the selected secondary schools to be the sample representing all others of the same problem, to find out the effects family back ground on the performance of students among other causes of poor academic performance Much blame has usually been leveled on the school authority as well as teachers attitude towards teaching. In this regard very few people care to think of other factors which might be responsible for student's poor academic performance at school. The factors include usefulness and meaningfulness of materials learnt, mental retardation. Student's age, classroom atmosphere and students home background and so forth.

On this account Burt (1937) said that it is convey of backwardness asserted that background of a child affects his educational achievement. In the study of Glenn (1976) family background may be due to individual courses such as poor health, emotional disturbances and mental retardation. Family background of students determines how the child views himself and the way he views

others. The society is a function of these two factors. In other words, the environment of the child at home determines his behavior as well as how he relates with others. However, the essential factors inherent in a home or family are the socio-economic, cultural and psychological factors.

Culturally, the behavioral pattern among families differs from each other. While in some there is a sound cordial understanding or relationship between parents and children. While in some other, because of the cultural sanctions or taboos they observe their seem to be autocratic atmosphere in the home. This therefore influence students behavior at school as opined by F. Musgrave (197) students who have much affection from the parents and guardians tend to perform better in school than those who have less or no affection from their parents emotionally, they may become depressed which could hinder their academic performance. The socio-economic status of parents is another decisive factor, which could influence student's performance. It has been observed that students from well an affluent home in most cases are more exposed and tend to do better than those from less affluent or very poor homes. Since home is the primary unit and agent of socialization from which the fundamental education of the child begins, the success or failure of any students depends largely on the encouragement by members of the family.

## **1.2 STATEMENT OF PROBLEMS**

Student's education and academic performance largely depends on the family support and motivation. Amutabi, M.A (2003) the nature of social class, ethnicity, and tradition may well reduce the variety of enriching experience through to be prerequisite for creating readiness to learn among children activates. Similarly, cast ethnic value, housing, neighborhood and access to resource that directly or indirectly affect enrichment or deprivation as well as the acquisition of specific value system. This shows that social economic status of any family greatly influences student academic performance at school. It is the family that provides fees, food and moral for sustaining a student in class. There has been a persistence record of poor academic performance in Serere district mostly evident in the student performance in final examinations (UNEB portal 2016 and 2017). Schools in Pingire Sub County have failed to raise on student grades in UNEB examinations and the community as well as the government are still wondering what the main cause of this may be. Different sources regard this as a combination of many factors such as social economic status of the family, poor teachers and lack of instructional materials in school, however even the schools which have qualified teachers, students have continued to fail in final exams and this has caused an argent need that if this is not checked out, the future of education progress is Serere district will face a dead end. It therefore on this note that the researcher came up with a strategy to investigate whether it is the social economic status of the family that has caused the poor performance of students in Pingire Sub County Serere District.

## **1.3 OBJECTIVES OF THE STUDY**

### **1.3.1 General objective**

- 1) To examine the impact of Family economic status on student performance in Pingire sub county.

### **1.3.2 Specific objectives**

- 2) To investigate the relationship between the social economic background and academic performance.

- 3) To suggest solutions for the problems of family background on student performance in Pingire sub county.

#### **1.4 SIGNIFICANCE OF THE STUDY**

The role of education in any society is very vital and a systematic study into student's performance will be of immense use to educational planners, teachers, government officials and any other agency or persons that are interested in the progress of the students. The study is interested in carried out to enable parents acquire the basic knowledge which will help in the laying of good foundation for their children there by having good academic performance. This fact has risen because home is the primary unit of socialization.

Through this study, parents may identify the problems of poor home background and learn ways which will enhance good academic performance of their children.

To the educational planners, the study will help them to know that individual differences arise from different home background in educational planning and administration.

To guidance and counseling officer in the school, the knowledge of home background will enable him advise his students appropriately basing on the basic influence of the economic and social status of the family.

#### **1.5 THE PURPOSE OF THE STUDY**

The purpose of this research study is to critically examine the influence of home background in student's performance in Pingire sub county Serere District. The area of concentration in this research students are: Family or home economic background, Life style of various social classes, and Family size and students' academic performance

## **1.6 SCOPE OF THE STUDY**

### **1.6.1 Contextual scope**

The study is centralized on by the relationship between family background and student performance, citing the gaps created by family background on performance and to suggest the lasting solution to this problem. The researcher seeks to investigate on the impact of economic and social life of the family and student academic performance.

### **1.6.2 Geographical scope**

This research study will be carried out in the selected secondary schools and shall be limited to Pingire sub county Serere District. Located in the eastern part of Uganda in about 389km from Kampala district, Serere is neighboring Soroti from the south, Ngora district (recently formed from Kumi district)in the west and part of Amuria in the east.

### **1.6.3 Time scope**

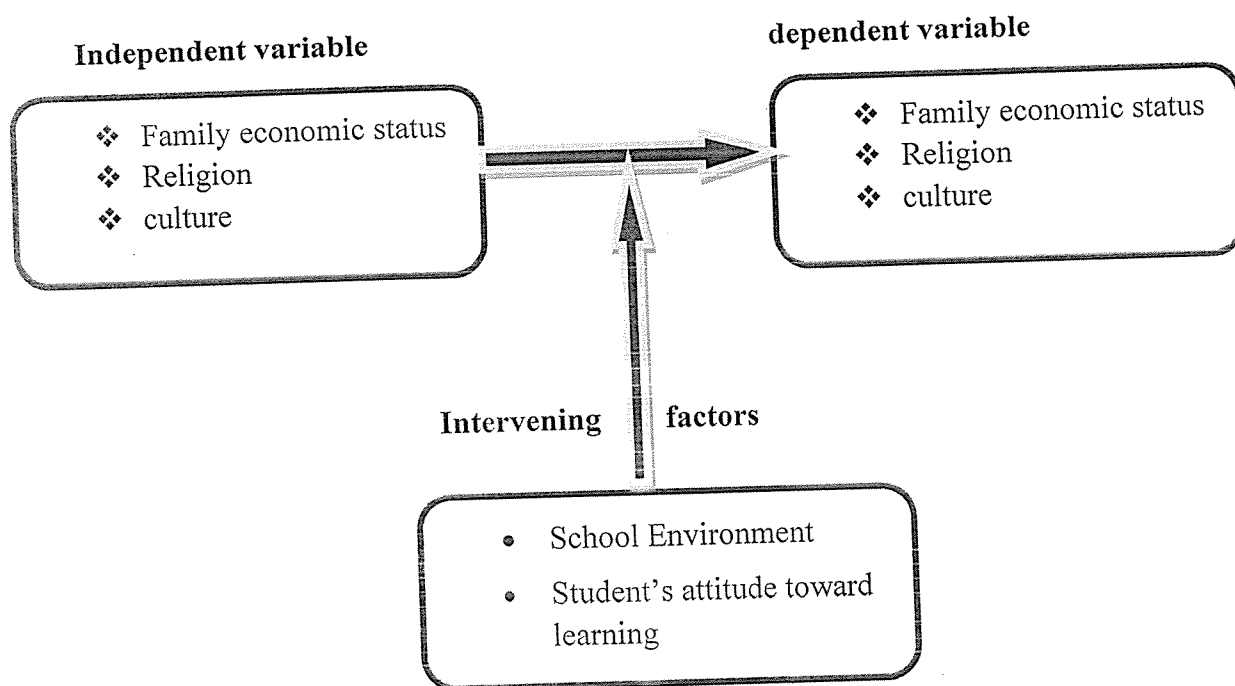
This study will be conducted within the period of five months, from February 2018 to July 2018

## **1.7 HYPOTHESIS**

This research study will be guided by the hypothis below as postulated by the researcher:

1. There is a relationship between social economic status and student academic performance in secondary schools.

## 1.8 CONCEPTURAL FRAME WORK



Family economic status refers to the position of the family in the entire community. This is brought about by factors like parents income, ownership of property and capacity to access basic needs economically. These factors determine whether a student will perform better or poorly at school.

Religion influences every drive to perform a given task, to think, plan or decide therefore it leads to formulation of choices and beliefs that in the long run influence education.

Similarly culture influences what students will be interested in or will abandon as long as they are in school.

## **CHAPTER TWO**

### **THE LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reflects on the work of other researchers on the same topic, it gives an overview of the impact of family conflict on the student academic performance at school. Given the fact that this is not the first investigation on this problem, reviewing on the literature of other writers, researchers and authors. These will give this study much meaning to the readers and make the investigations rich in information and relevance in communities in Serere District

#### **2.1 The concept of social and economic problems**

While sociology use some broad theoretical sense to explain the concept and meaning of society and its activities. They divide the macro-level society into two broad perspectives, namely functionalism and conflict theory, and then the feminist theory, which combines both micro and micro-levels of analysis, and also the interactions theory, a micro level analysis which is by far the most influential of the social psychological theories in sociology. (Coleman and Cressey,1999).The idea makeup of the society in such that individual and group of individual is co-exist in the society and make them as a harmony and pace without any threat to the society. Moreover the concept of social and economic problems is that misconstrued by many people.

#### **2.2 Relationship between social-economic background and academic performance.**

APA ( 2001) describe the relationship of family socioeconomic status to children's readiness for school, Across all socioeconomic groups; parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top

priority on housing, food, clothing, and health care. Educational toys, games, and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development.

Furthermore,( Ominde, S.H 1964) observes that even in families with above average income parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options for high-quality child care both before their children start school and during the early school years. Kindergarten teachers throughout the country report that children are increasingly arriving at school inadequately prepared.

Families with low socioeconomic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition.

Lareau, Annette (2004) state that "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status.

Amutabi, M.A (2003) says that the impact of socioeconomic status on children's readiness for school: while the segregating nature of social class, ethnicity, tradition may well reduce the variety of enriching experience through to be prerequisite for creating readiness to learn among children activates. Similarly, cast ethnic value, housing, neighborhood and access to resource that directly or indirectly affect enrichment or deprivation as well as the acquisition of specific value system



### **2.2.1 The student's academic performance as well as social adjustment**

Academic performance of students in the classroom is very important as this is capable of determining whether the student is doing well or not. Parents, Teachers, School Administrators attach so much importance to students' academic performance that if the students are not performing well academically, then they see all other efforts of the students in the school program as a total waste. These people pretend as if there are no other activities for the student in the school environment aside the academics, hence academic performance defines the totality of the child in his school life. Contrary to the opinion of this group, it is important that there are many factors that determine the level of a student's academic achievement, chief among these factors is social adjustment.

Moreover, academic performance has been seen as a term used for students based on how well they are doing in their studies and classes. This definition tends to see academic performance as the culmination of all the activities of the student in the school. Academic performance for the student is also seen as the extent to which a student has achieved his educational goals (Wikipedia, 2012-2014).

According to study published in 2001 issue of Psychological Science found that children of parents with a high socioeconomic status tended to express more "disengagement" behaviors than their less fortunate peers. In this context, disengagement behaviors represent actions such as fidgeting with other objects and drawing pictures while being addressed. Other participants born into less favored circumstances tended to make more eye contact, nods as signs of happiness when put into an interactive social environment. The more fortuitous peers felt less inclined to gain rapport with their group because they saw no need for their assistance in the future.

However, Socio-economic status can be measured in a number of different ways. The prime things that commonly it is measured by father's education, occupation and income.

All family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's academic performance of the family, while families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development in day to day life. They are able to provide their young children with high- quality child care, books, and toys to encourage children in various learning activities at home but lack in poor ones. And, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school and college. The study aimed at finding out the contribution of socio-economic status of the family on the academic performance of the student in private Universities in Punjab, A case study of North-East students in lovely professional university.

### **2.2.2 Relationship between Parents and their Children's Educational and Social Life**

Each child is an individual with its own behavior and temperamental styles. The mother and father's personalities are important in designing a child's behavior. A parent-child relationship is interpersonal. According to Jersild (1969), the 'accepting parent' is a loving one, accepts his/her child and knows his/her rights. For the child, consequences of being accepted include the following: child can count on protection from the parents; child acquires an attitude of confidence and trust in those taking care of him/her; when older, the child will extend his capacity for affection to others; child has freedom to grow, venture and try new things; child has better communication skills; child has better chances to learn to accept himself. On the other hand, consequences of rejection include the following: child cannot count on protection and help of parents; child does not have the strength to defend himself; other members of community, for example, peers may assault the child/do not accept him; child is seen as constantly failing; child has difficulty in learning good behavior; child learns not to accept affection/to expect nothing but the worst thus his guard is always up against everyone he encounters; there is no free flow of emotions thus everyone cuts him off and lastly, s/he may not have confidence in him/herself.

According to Waithaka (2006), violence between partners is often viewed as a couple's private affair because it often involves 'only' the husband and wife. The truth is that this violence often has a bigger impact on the children. This could be attributed to the fact that children born to a couple grow up regarding the mother and father as one unit. They become attached to both parents and learn to depend on them for their survival. As a result, children become extremely overwhelmed after witnessing violent scenes between their parents and the parent – child relationship they have been relying on for nurture, safety and help is threatened by this violence. Waithaka (2006) also asserts that usually, it is men who are perpetrators of domestic violence and because children form a special relationship with their mothers' right from birth, any form of suffering experienced by the mother greatly affects them. Their reactions may include acute fear for their own and their mother's safety. Many women tolerate abusive marriages for the sake of their children. But the sad fact according to Waithaka (2006) is that children reared in violent homes grow up largely confused about the meaning of love, violence and intimacy. Often, men who batter their wives also harass the children. Studies have established that about half of battering husbands also physically assault their children. In later years, the father's rage is re-directed to the children when they attempt to defend their mother.

### **2.3 Impact of social-economic background on student academic performance**

Marital conflicts exist when there are major differences of opinion between people which persist and remain unsolved, (Kiura, 1999). Shantz and Hartup (1992) say that family conflicts range in frequency. Some could be rare while others occur very frequently. Conflict serves the functions of testing and changing the structure of family relationships. Family conflicts are difficult to escape. They carry great consequences for individuals, relationships and society. All family conflicts have elements of power struggle and intimacy struggle. It is a consequence of transitions in an individual's development. Problems in families include adultery, customs and traditions in intermarriages, lack of forgiveness, alcoholism, HIV/AIDS, gossip, lack of communication, finances, divorce, mistrust, wife beating and rape.

According to Nguru (2006), the growing number of marriages in trouble is alarming. This means that more families are experiencing conflict and more children have problems as a result of these conflicts. The main problem is that marriage is no longer about family honor. People are getting married for the same reasons their parents did, but they are not the same people. Whereas before, a marriage was arranged on the basis of social status and interfamily relations, now it is solely about personal happiness, which is why men and women are finding it easier to walk out. It is evident that more women than men are walking out. This is because women are more communicative and maintain strong social support. Men, on the other hand, will not talk about any perceived failure because of their huge egos. So they are left by their wives while still wondering how – or whether- to tackle their marital problems. Gitaari (2002) points out that people need to be educated about relationships and marriage needs a formal social support system. It makes sense, especially when you think of all the problems that children experience such as drug abuse, violence in its worst forms, truancy and running away from home – which can be traced back to their parents' relationships with each other. Nguru (2006) asserts that in marriage, there is a serious lack of openness and that is a major cause for concern. Marriages based on deceit are also better off annulled. Infidelity can never be justified but unfaithful partners are constantly giving reasons why they do it instead of acknowledging that they have done something terribly wrong.

The sooner people realize that marriage is a serious commitment, the sooner they can attain that state of nirvana they are all looking so desperately for. According to Sasse (1997), family violence creates a home environment where children live in constant fear. Kantor and Straus (1990) indicated that children who witness family violence are affected in ways similar to children who are physically abused. They are often unable to establish nurturing bonds with either parent. They are at a greater risk for abuse and neglect if they live in a violent home. Families under stress produce children under stress. They add that children exposed to family violence are more likely to develop social, emotional, psychological and/or behavioral problems than those who are not. Recent research indicates that children who witness domestic violence show more anxiety, low self-esteem, depression, anger and temperament problems than children who do not witness violence in the home. The trauma they experience can show up in emotional, behavioral, social and physical disturbances that affect their development and can continue into adulthood. Berlin (2004) asserts that children who grow up in an intact two parent

family with both biological parents present do better on a wide range of outcomes than children who grow up in a single – parent family. Single parenthood is neither the only, nor even the most important cause of the higher rates of school dropout, teenage pregnancy, juvenile delinquency or other negative outcomes we see but it does contribute independently to these problems. Children in intact families are less likely to drop out of school, become a teen parent, be arrested or be unemployed. Marriage can help children only if it is a healthy one. A healthy marriage, according to Berlin (2004), is characterized as high in positive interaction, satisfaction and stability and low in conflict. Unhealthy marriages are characterized by substantial parental conflict which pose a clear risk for children's well-being both because of the direct negative effects that result when children witness conflict between parents and because of conflicts' indirect effects on parenting skills. Marital hostility is associated with increased aggression and disruptive behaviors on the part of children, which in turn seem to lead to peer rejection, academic failure and other antisocial behaviors.

According to El- Sheikh (2006), family stress can have a devastating effect on children. He established in a study carried out a link between children's perceptions of their parents' marital stress and the quality of sleep the children experienced. The more discord the children sense between their parents, the more the amount and quality of their sleep declines, but even mild levels of stress were found to be harmful. He adds that loud family quarrels can be harmful to children. According to Edleson (1997) some studies go beyond the obvious to include impact of mild discord – the cold stares, icy comments and mutual avoidance that never rise to the surface, at least in front of the children. He also found out that parents may not be as successful in hiding marital problems as they think, and may be harming their children in the process. These studies also found out that children perceived marital problems to a greater extent than the parents realized. Marital conflict and divorce can create serious instability in the family and insecurity in a child.

Consequences of divorce are split families, poor parent – child relationships and in some cases economic deprivation. This immense disruption in the home life can create a situation that serves as a dysfunctional learning experience in all aspects of a child's life, but especially in the area of interpersonal functioning. Poor parent – child relationships due to divorce and inter-parental conflict can cause these children to have less secure attachments with parents. The

happier they perceive their parent's marriage to be, the more secure they are. Also associated with divorce is the exposure of children to dysfunctional learning experiences. Children model the aggressive tactics they see their parents using while others model avoidant strategies of conflict resolution and learn to turn their anger inward. Divorce has also been associated with economic deprivation, which causes a disrupted home life which, in turn, is associated with subsequent diminished academic achievement, low occupational attainment and poverty. Research has shown that children of divorcees are likely to divorce themselves thus parental divorce is indeed associated with interpersonal and intimacy problems in adulthood. Young adults of both sexes from broken homes experience difficulty in establishing intimate interpersonal relationships. Children of divorce who experienced high levels of pre and post-divorce conflict have been shown to have decreased beliefs in the benevolence of people and the impersonal world and in the dependability of their future spouses, decreased trust in their parents and less optimism about their future dating relationship and marriage.

Marital discord has been associated with a number of maladjustments in children, including aggression, conduct disorders and anxiety. Both marital conflict and child adjustment are multidimensional constructs. Not all expressions of marital conflict are stressful for children. A study found out that child problems are more highly associated with unhappy marriages that were quarrelsome, tense and hostile rather than to unhappy marriages characterized by apathy and indifference. Studies using a divorced sample indicate that marital conflict present before and after divorce is related to a range of negative outcomes. According to Cummings and Davies (1994) studies indicate that conflict predicts child problems above and beyond indexes of marital satisfaction. The frequency, intensity, content and resolution of conflict in particular may affect the stressfulness of marital conflict for children and thus may be related to the existence of child problems. As far as frequency is concerned, increased exposure to inter parental conflict potentially could have two contrasting effects. It might lead to fewer behavior problems because children become desensitized to marital conflict or it may sensitize children to conflict and lead to a greater incidence of adjustment problems. Intensity in Marital conflicts range from calm discussion to physical violence. It may be that exposure to low intensity conflict, even if it is frequent is unrelated to child problems and that marital conflict is upsetting to children only when it involves hostility or physical aggression.

According to Emery and Laumann-Billings (1998), conflict in a context concerning the child may be more distressing to the child and thus may be more closely related to behavior problems. How conflicts are resolved may moderate their impact on children. Parents who successfully resolve their conflicts provide positive models of problem solving for their children. This may lead to increased social competence and coping skills. Poor conflict resolution may produce continued tension in the family and lead to more frequent episodes of conflict. Research on the association between marital conflict and child behavior problems indicates that:

- (i) Exposure to more frequent episodes of inter-parental conflict leads to greater distress in children and a greater incidence of behavior problems.
- (ii) Exposure to more intense forms of marital conflict is also related to child problems and is more upsetting to children than less intense conflict.
- (iii) Children as young as two years may be sensitive to the content of conflict.
- (iv) Inter parental conflict is associated with adjustment problems in both boys and girls.
- (v) Age is related to immediate responses to conflict but appears to be unrelated to the incidence or severity of behavior problems.

There is a difference between family maltreatment, characterized by minimal physical or sexual harm or endangerment and family violence, characterized by serious physical injury, profound psychological trauma or sexual violation. Research carried out in the USA in 1996 found out that maltreated children suffered such injuries as loss of consciousness, broken bones, third degree burns and schooling loss that required special education services. Other identified, moderate and inferred cases included educational neglect, where parents failed to ensure children's attendance at school, physical abuse or emotional distress for up to 48 hours, emotional abuse, inferred sexual abuse and modern physical neglect. Many estimates of spouse abuse similarly include acts of aggression that cause relatively minor physical harm. Studies

have shown that up to one third of abusive married couples are so defined by acts of pushing, throwing objects or grabbing at each other, whereas about 4% of couples engage in serious acts of violence such as choking, beating up or kicking a partner. Other experts have asserted that 80% of children are victims of sibling violence like pushing, grabbing or hitting siblings. According to Edleson (1997), 40% to 75% of children exposed to marital violence are estimated to be victims of physical child abuse and children living with an abused mother have been found to be 12 to 14 times more likely to be sexually abused.

Family violence can cause a wide range of adverse consequences for victims including serious physical injury, immediate and delayed psychological distress or disorder and a variety of practical upheavals such as placement in foster care or the need to flee the home. The consequences of victimization are a function of at least five broad classes of variables: - The nature of the abusive act like hitting or forced sex; Individual characteristics of the victim; The nature of the relationship between the victim and the perpetrator; The response of others to the abuse and factors correlated with abuse that may exacerbate its effects or in fact, may account for some of the putative consequences of abuse. It is clear from studies carried out that victims of all forms of family violence are at an increased risk for a variety of psychological problems. These range from aggression to anxiety and depression. Evidence indicates that children who are victims of violence are at an increased risk for becoming violent themselves as adults (Widom, 1989). Emery (1982) asserts that because fear is children's most immediate response to violence, processes more subtle than direct imitation must account for this continuity. The family composition or parental absence perspective proposes that a deviation in structure from a family with two first-married parents, biologically related to their children, is associated with increases in problem behavior in children. Children and adults from homes with an absent parent due to either divorce or death have more problems in adjustment than do those in intact families. These problems range from academic achievement to socio-economic attainment and conduct disorders.

Finkelhor and Dzuiba-Leatherman (1994) indicated that child Maltreatment takes the following forms: Physical abuse like assaults on children that produce pain, cuts, bruises and burns; Sexual abuse like sexual comments, fondling and intercourse; Physical neglect like less food, clothing,



medical attention or supervision; Emotional neglect like failure to meet child's need for affection and emotional support; Psychological abuse like ridicule, humiliation, scapegoat, terrorizing that damage children's emotional, social or cognitive functioning. Widom (1989) indicate that adults who abuse or neglect their children usually have a history of maltreatment in their own childhoods, unrealistic expectations and poor control of aggressive impulses. He adds that unmanageable parental stress is strongly associated with all forms of maltreatment and the family circumstances of maltreated children impair the development of emotional self – regulation, self – concept and social skills. Over time, these youngsters show serious learning and adjustment problems, including difficulties with peers, academic failure, severe depression, substance abuse and delinquency, (Cicchetti and Toth, 1998). The home lives of abused children overflow with opportunities to learn to use aggression as a way of solving problems. Demeaning parental messages, in which children are ridiculed, humiliated, rejected or terrorized result in low self-esteem, high anxiety, self-blame and efforts to escape from extreme psychological pain.

Widom (1989) concluded that abused children seem to display more aggressive behavior than comparison children. For some children, witnessing marital violence is as detrimental to healthy adjustment as experiencing physical abuse. Wolfe, Sternberg, Lamb, Guterman and Abbott (1986) found out that children are more likely than adults to report levels of maladjustment that varied depending on recent or concurrent exposure to family violence. They also found out that girls were at more risk for internalizing and externalizing behavior problems than boys.

## **2.4 SOLUTIONS**

### **2.4.1 Guidance and Counselling in Schools**

Okut, Ndambuki, Karuguti, Oidi, Nasirembe, Kafu and Ayieko (2005) define guidance as a continuous process of determining and providing for developmental needs of pupils both at home and in school. It involves informing, educating, advising and assisting an individual with an aim of bringing about acceptable behavior. Counselling, according to Ongoma and Silsil (2008) is the skilled and principled use of relationships that develop self-knowledge, emotional acceptance and growth. It seeks to address and resolve problems, help one in decision making and also

assists one to cope with crises. They further state that modern schools have been plagued by myriad problems, requiring teacher counsellors to be well- equipped, with not only knowledge but both the expertise and personality to address the various maladies.

There are quite a number of families where fights and quarrels are the order of the day. This makes the pupils feel insecure and lack affection. Others are those whose parents are separated, leaving them with one parent. This situation has created pupils who are always seeking attention. Okut *et al* (2005) say that home problems drive pupils into destructive habits. The pupil does not get adequate parental attention and psychological support. Such pupils result to destructive habits due to unfavorable living conditions. As a result of domestic violence pupils can face economic deprivation, substance abuse, parental rejection, victimization by physical or sexual abuse, academic failure, gang affiliation and possession of dangerous weapons.

This means that school counsellors need to intervene at all levels of the pupils' development. The school environment is worth living in when inter-personal relationship and active consultations take place freely among members of staff and pupils. In addition to working with educational professionals to meet the learning needs of all pupils, Ongoma and Silsil (2008) suggest that effective teachers develop good working relationship with parents. This is because parents are a source of valuable information about the characteristics, abilities and needs of the pupils. They can assist by reviewing skills at home and monitoring the pupils' learning. They have also highlighted behavior which will help to identify pupils who need counselling as follows:-

- i. Pupils who are untidy and unkempt
- ii. Absent minded pupils in class
- iii. Pupils who doze and sleep in class especially during the day
- iv. Those that come late for lessons or not at all
- v. Those that present incomplete homework or do not do it at all
- vi. that are rude, violent and loners
- vii. Those whose academic performance fluctuates from time to time.
- viii. Students always in wrong company

- ix. Those that show resistance towards authority
- x. Those who look stressful and anxious
- xi. Those that feel tired in school due to sleepless nights (xii)
- xii. Those that show destructive behavior.
- xiii. Those that appear forgetful or have poor memory.

Ongoma and Silsil (2008) further highlight the following ways in which pupils can reach a school counsellor:-

- i) School administration whereby the principal or deputy refers cases to the school counsellor.
- ii) Teachers such as subject teachers, games teachers and house masters interact with pupils on a daily basis therefore a pupil who displays any social maladjustment can be asked to see the school counsellor.
- iii) Informal interactions whereby counsellors can interact with pupils informally and invite them for a talk without arousing their curiosity.
- iv) Boarding masters or mistresses easily identify pupils who fight others, are accused of stealing and continuously break school rules. They can then be referred for counselling.
- v) Class teachers can refer a pupil to a school counsellor when they notice a drop in performance.
- vi) Parents can take the initiative to make phone calls or visit the school personally to talk about their pupils. A parent who has observed a change of behavior from the pupil during the holiday needs to share it with the counsellor.
- vii) A pupil can take their own initiative and go to the counsellor themselves.

Pupils need guidance and counselling so as to make appropriate choices for their future. It also helps them identify their potentials and know the right directions to follow. After a pupil has been guided or counselled, they understand that the problems affecting them are as a result of

their development. They also realize that some of their problems are just a phase that they are passing through. Guidance and Counselling helps the pupils know how to handle the problems they come across thus they appreciate and accept themselves as they are. Good conduct or behavior can also be cultivated when a pupil undergoes guidance and counselling.

The role of parents in the welfare of their pupils, even in school should not be underestimated. According to Ongoma and Silsil (2008), close cooperation between the teachers and the parents is vital to the success of the pupils. The school counsellors should cultivate enough trust in the parents to have them contribute positively to the school. Teacher counsellors and parents should take an active role in the affairs of their pupils through proper guidance and counselling. They should also encourage dialogue with the pupils both at home and in school and give adequate support to each other.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The research design adopted for this study is survey research design; this is because of the nature of the data to be used for the study. In this study a sample is drawn from the population and analysis is made with respect to the sample, but the result is generalized to the entire population of the study.

#### **3.2 Participants**

Two schools were selected for this study; they consist of one public and one private school in the sub county of Pingire Serere District. All the schools comprise of Boarding and Day program, the private schools also comprise of one Boarding and One Day School. All these schools are in The same region and they are.

1. Pingire secondary school
2. Pingire township secondary school

#### **3.3 Procedure**

The researchers on arrival in each of the selected schools introduce themselves to the administrators and the teachers after which they brief the school authority on the purpose of their visit. Teachers in these schools take the researchers to the classes needed for the study and the researchers take a random sample of students that will participate in the study.

The questionnaires are shared to the students after which the test is administered to the same student with each student questionnaire matched with his/her test script.

#### **3.4 Data collection methods**

Data will be captured using both qualitative and quantitative techniques including; self-administered questionnaires and use of group and individual interviews more data was got

by carefully observing the state of the schools and their performance in and outside the classrooms, buildings and libraries at school as relevant to this study.

### **3.5 Justification of the study**

i).**Validity**; According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented

ii).**Reliability**; The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region

### **3.6 Ethical considerations**

The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents were to be provided with feedback about the findings of the study

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.0 Introduction.

This chapter is comprised of the presentation and analysis of data collected from the field. The researcher compiled information and presented it in form of table and graphs to explain the variables in form illustrations.

**Table 1**

Table 1 gives the distribution of students and sample size per school.

**Table of Population of the study**

School	Population	Sample size	Participants	Percentage
Pingire secondary	890	150	90	59.2%
Pingire township	678	150	62	40.7%
Total	1568	300	152	50.6%

*Source; data collected by the researcher*

From the above table 50.6% of the sample size participated in this research study

**Table II** represents the economic factors that influence student academic performance in secondary schools in Pingire Sub County

Economic factors	Frequency
Family economic class in the society	38

Family property ownership	34
Parents income	46
Parents job	55
<b>Total</b>	<b>152</b>

*Source; data field June 2018by the researcher*

Table III below shows the social factors that affect student performance in Serere district

<b>Social factors</b>	<b>Frequency</b>
Ethnical beliefs	42
Religious teachings	88
Family belief & practices	12
Others	10
<b>Total</b>	<b>152</b>

*Source; data field June 2018by the researcher*



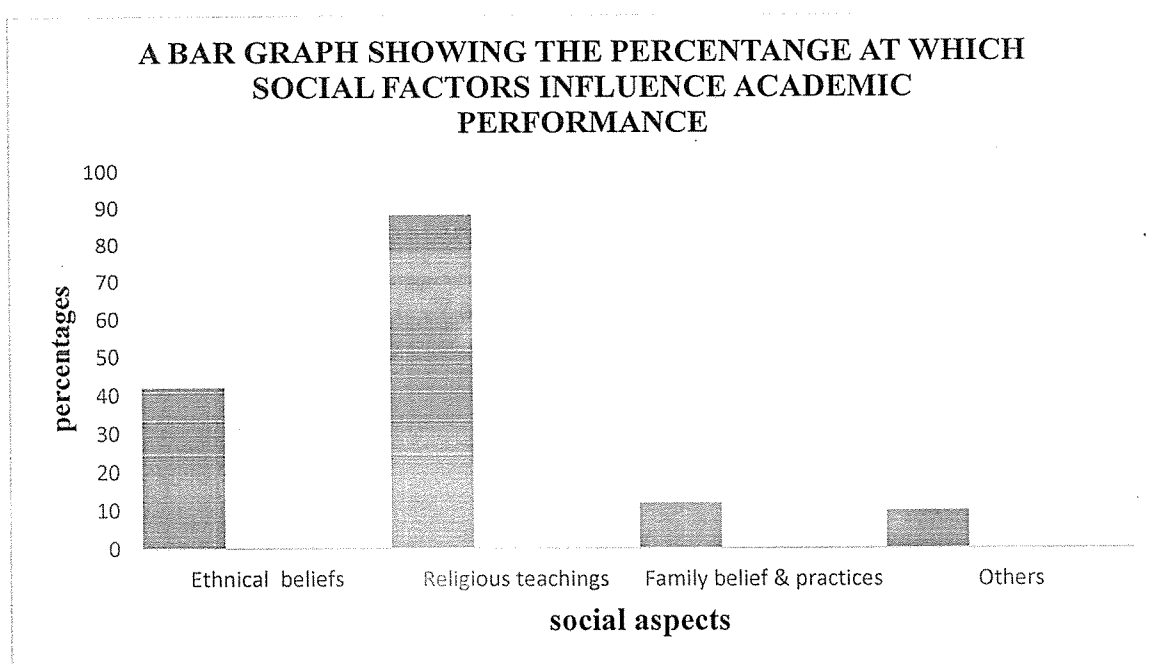


Table IV represents the number and categories of respondents who participated in this study

Category	Frequency
Head teachers	2
Teachers	10
Students	110
Parents	26
Local leaders	2
Educational officers	2

*Source;* data field June 2018by the researcher

**Table V**

The following data represented the number of students who are affected by religious practices and beliefs families in pingire sub county, serere district.

Schools	Total number of students	victims of religious factors	Percentage
Pingire secondary	90	24	26.6%
Pingire township	62	20	32.2%
Total	152	44	28.9%

*Source; data field June 2018by the researcher*

**Findings in table V indicate that number of students whose performance was sabotaged by the challenge of religious practices and beliefs families in the two selected schools.** Research found out that 90 individuals of the sample population of 24 representing 26.6% of Pingire secondary schools were affected by religious practices and beliefs families and out of 62students from Pingire township Secondary School 20 students representing 32.2% were affected by religious practices and beliefs families totaling to 28.9% of students in the two selected schools in Pingire Sub County experiencing challenges of religious practices and beliefs families. The factors included missing revision on worship days such as Friday for Muslims, Saturday for seventh day Adventist and Sunday for Christians

**Table VI**

The following data represented the number of students who are affected by cultural related factors among families in pingire sub county, serere district

Schools	Total number of students	victims of cultural factors	Percentage
Pingire secondary	90	16	17.7%
Pingire township	62	12	19.2%
Total	152	28	18.4%

*Source; data field June 2018by the researcher*

**Findings in table indicate that number of students whose performance was sabotaged by the challenge of cultural related factors in the two selected schools.** Research found out that 16 of the total population of 90 students representing 17.7% of pingire secondary schools were affected by cultural related factors and out of 62 students from Pingire township Secondary School 12 students representing 19.2% were affected by cultural related factors totaling to 18.4% of students in the two selected schools in Pingire Sub County experiencing challenges of cultural related factor

**Table IV**

A table below shows the effects of social economic status on students' academic performance in pingire sub county Serere Sub County.

causes	Effects
Economic factors	<ul style="list-style-type: none"> <li>• School dropout</li> <li>• Early marriages</li> <li>• Poor grades</li> <li>• Emotional stress</li> </ul>
Religious factors	<ul style="list-style-type: none"> <li>• Poor grades</li> <li>• Rebellious to school rules and regulations</li> <li>• Poor grades</li> </ul>
Cultural beliefs and practices	<ul style="list-style-type: none"> <li>• Child suffrage</li> <li>• Poor grades</li> </ul>

## **CHAPTER FIVE**

### **DISCUSSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter includes the dissuasions, recommendations and summary of the findings in this study

#### **5.1 Discussion of Findings**

When respondents were asked to give their views on how social economic status has affected the students' performance, 59.2% of the total sample size in Pingire secondary responded, 40.7% of the sample size from Pingire Township totaling to 50.6% of the entire sample size of 300 expected respondents.

Respondents discussed issues concerning the topic and most of the responses were in affirmative form. Factors like family income status, religious values and practices were very influential in determining student academic performance in secondary schools. The parents who responded to this study discussed that sometimes students are chased from school due to lack of some scholastic facilities like text books and that there is a bigger issue which is paying the school fees which in totality district students from concentrating on their academic endeavors leading to the increasing poor performance in the district.

Among the solutions that the respondents suggest as to be applied if this challenge is to be solved were to extend universal secondary education to all public schools such that all students will be able to study without being chased from school for school fees and also that the government should provide income generating project to people in Pingire sub County to help them among others

### **5.3 Summary of the study**

The study was conducted to examine the Social-Economic Factors and Academic Performance A case Study of Secondary Schools in Pingire Sub County Serere District. The study revealed that income related factors, social and cultural factors as mentioned chapter four of this study. The study also suggested that free education for all students and the government to establish income generating schemas or projects for smooth education to take place.

### **5.4 Conclusion of the study**

In conclusions therefore, the study found out that social economic factors influences education process especially student academic performance therefore they should be handled with care so as to improve on the student academic performance.

### **5.5 Recommendations from the study**

Based on the findings, the researcher made some recommendations as follows;

The study recommends that the local government should extend free education for all students in Pingire Sub County especially to go on and provide scholastic materials like text books for students to use.

The researcher recommends that parents work hard to provide for the needs of their students rather than leaving everything for the government to provide.

The parents have also been encouraged to give ample time to their school going children to focus on their academic performance. The religious and cultural leaders should consider and respect time for school.

### **5.6 Recommendations for further studies**

Basing on the situation in PingireSub County, and subsequent Serere district, the researcher recommends that further studies be conducted about the following fields

1. The impact of UPE and USE on education of students in Serere district

2. The relationship between morality and academic performance in Pingire sub county Serere district
3. The impact of parents' economic status on student academic performance in Pingire sub county Serere district.

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## **APPENDICES**

### **APPENDIX: A**

#### **QUESTIONNAIRE FOR THE RESPONDENTS**

##### **Dear respondents**

I am Akareut patricia and a student of Kampala International University pursuing a bachelors of arts with education. I am carrying out a study research entitled the Social-Economic Factors and Academic Performance A case Study of Secondary Schools in Pingire Sub County Serere District. you are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

## SECTION A

### BIO DATA OF THE RESPONDENTS

Instructions tick where appropriate

#### 1. Gender

A	Male	
B	Female	

#### 2. Age

A	18 – 30	
B	31 – 40	
C	41 – 50	
D	51 – 60	
E	61 –Above	

#### 3. Level of Education (Tick where appropriate)

Primary	Post primary	Certificate	diploma
A	B	C	D

#### 4 Marital Status

A	Single	
B	Married	
C	Divorced	

## 5 Occupation

No,	Years	Tick
A	Teacher	
B	Doctor	
C	Soldier	
D	Specify	

**APPENDIX B**  
**INTERVIEW GUIDE**

I want to thank you for taking your time to meet with me today. My name is Akareut Patricia and you have been purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on the Social-Economic Factors and Academic Performance a case Study of Secondary Schools in Pingire Sub County Serere District This research is a partial fulfillment for the award of bachelors of arts with education and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.

- 1) What is the impact of family income on students' academic performance in your community?

.....

How does family status influence students' academic performance in Pingire sub county?

.....

How has USE program improved the status of education in your community?

.....

How has religion effected education in Serere district?

.....

What is the influence of student's culture on their academic performance in Serere district?

.....

**Thank you for your cooperation.**

**APPENDIX C:**

**ACCOUNTABILITY AND EXPENDITURES (February 2018-August 2018)**

<b>ITEM</b>	<b>RATE</b>	<b>AMOUNT</b>
Stationary	10000	50000
Secretarial service	20000	20000
Internet	5000	5000
Transport	100000	100000
Calculator	20000	20000
Air time	5000	5000
News papers	1000	5000
Printing	20000	20000
Pens	500	2000
Editing	10000	10000
Library fee	10000	10000
Total		247,000

## APPENDIX D: ACTION PLAN

February 2018-August 2018

Moths	M1	M2	M3	M4	M5	M6	M7	PERSON RESPONSIBLE
Activities								
Formulation of research topic								Researcher & supervisor
Proposal writing								Researcher
Approval proposal								Supervisor
Data collection								Researcher
Data analysis								Researcher
Report writing & approval								Researcher & supervisor