

**SOCIO-ECONOMIC FACTORS AND PUPILS ACADEMIC
PERFORMANCE IN KIANJAI ZONE,
TIGANIA DISTRICT
KENYA**


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UNIVERSITY**

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DECLARATION

I THOMAS MWIKA IGWETA, declare that this research report is my original work and has never been submitted to any university for any award. Where the works of others have been cited acknowledgment has been made.

Signature.....
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Date.....15/8/09.....

APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education(S.N.E) at Kampala International University.

Supervisor.....

Ms KIGGUNDU ZAHARA

Date.....

DEDICATION

This research project is dedicated to my dear wife Elizabeth Kagwiria Mwika for the support and encouragement offered and being in-charge of our family affairs during my study period.

To my sons Evans Mwilaria, Jackson Mwenda and Alex Mutuma for their moral support and encouragement while I undertook my studies.

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ABSTRACT

The issue of how socio-economic factors affect pupil's performance is vital to a public policy. The researcher wanted to find out whether socio-economic factors affect pupil's performance and to what extent.

In order to do this study, the researcher embarked on descriptive survey kind of research. The method allowed a collection of comprehensive intensive data and provided an in-depth study on how past initiative have not produced the desired products.

By stratified sampling, 50 pupils, 3 teachers and 10 parents were selected. By the sample of 63 respondents the researcher was able to obtain data that was enough for him to conclude that socio-economic factors really affect pupil's performance.

Data collected was analyzed and edited to create consistency and completeness. Information obtained was presented and analyzed using tables and charts.

The researcher recommends that the government focused on poverty eradication programs in the marginalized areas so as to reduce on the socio-economic factors affecting the pupil's performance in Kianjai Zone, Tigania District- Kenya

CHAPTER ONE

INTRODUCTION

1 Background of the study

Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet, in developing countries, students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a "low quality" education may be low.

Many studies have attempted to estimate the impact of school and teacher characteristics on student performance, yet most have serious estimation problems that cast doubt on their results (see Glewwe, 2002, and Glewwe and Kremer, 2006). Almost all existing studies are "retrospective," that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables. For example, of 30 studies from developing countries reviewed by Hanushek (1995), 8 found significantly positive impacts of the teacher-pupil ratio on student learning, 6 found significantly negative impacts, and 14 found no significant impact.

Improvement of the quality of education in Kenya has been a key feature of reform proposals of the government. These educational reforms largely focus on basic education, which in Kenya covers both primary and secondary education. Attempts towards realizing these proposals have been made in many ways.

ree primary education is now being offered to ensure every child has an equal opportunity to the primary education. While the government is trying to ensure this, a lot of work is being done to improve the quality of the same education. The focus is on better pupil achievements in all the areas covered in the syllabus at all levels.

1.2 Statement of the problem

While the Kenyan government's investment in education has increased since independence, both in terms of real expenditure, and the percentage of government spending allocated to education, equity is still an issue, as indicated by the Kenya Country Report (Government of Kenya, 1995) and the Education For All (EFA) Assessment Report (UNESCO, 2000). There are large regional differences in access to primary education and in the quality of primary education.

This research will seek to establish whether socio-economic factors are impacting on academic performance of pupils.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this research was to identify the effect of socio-economic factors on academic performance of pupils.

1.3.2 Specific Objective

Through the production and dissemination of this research, the aim was to:

- 1) Examine the relationship between educational level of parents and pupils academic performance.
- 2) Examine the income of parents and pupils academic performance.
- 3) Examine family status and impact on pupil's performance.

.4 Significance of the Study

The researcher was able to get first hand information on the effects of socio-economic factors on academic performance of pupils.

The schools in Tigania district benefited from the research as it helped the administration to know how best to handle pupils from different backgrounds.

The research is of great help to other students in the faculty of education who might wish to enhance the same later.

.5 Scope of the Study

The research was carried out between August and December 2008. The study focused on the impact of socio-economic factors on academic performance of pupils .The research was conducted in Tigania district. The respondents to the research were pupils as well as the teachers and parents.

.6 Limitations of the Study

In conducting this study, a number of challenges were encountered, including:

- Attitudes Towards the Exercise – Some respondents were unwilling to freely share the information (especially negative information). This is mainly true at the local level because of fear of not knowing whether the information could go to their superiors with negative repercussions.
- Nevertheless, the researcher tried and overcome these limitations and collected sufficient and representative data to reach the conclusions made.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter gives reference to what other scholars have written about socio-economic factors on academic performance of pupils in school.

The literature review in my study concerns the socio-economic factors and academic performance of pupils.

The literature review will help the researcher with data compilation, statistics analysis as well as in understanding the problem.

The materials used in the review include magazines and journals on teaching methods, newspapers articles and education related websites over the internet.

2.1 Education level of parents and pupils performance

Parents play an important role in their children's learning. Aside from being actively involved in their children's education, parents also provide a home environment that can affect learning. Parents serve as a model for learning, determine the educational resources available in the home and hold particular attitudes and values towards education. Although it is difficult to examine the home environment of each student, the educational attainment and occupation of parents serve as an indicator of the values and resources with which parents create this environment.

For Canada as a whole, the average math scores of students whose parents had high school or less were significantly lower than the average scores of students whose parents had college or university. For example, the gap in average performance between students who had at least one parent with a university degree compared to those whose parents had no more than a high school education was about two-thirds of a proficiency level.

However, while there is a positive relationship between the educational level of the parents and student performance, there also is considerable overlap in the performance of students from different educational backgrounds. In fact, many students whose parents had a high school education or less scored higher than students whose parents had a university degree. For example, one-quarter of the students who scored in the top 15% of students had parents who had at most a high school education. Similarly, one-quarter of those in the bottom 15% of students had at least one parent with a university degree.

Given the wide range of student performance within each group, it is clear that the success of many students appears to be dependent on factors other than their parents' level of education

3.2 Parental occupation and pupils' performance

Parental occupation may influence student performance in various ways. For example, occupation-related income may determine access to learning opportunities and resources and so play a role in learning outcomes. The education and types of skills associated with different occupations and modeled by parents may motivate students to develop their own skills in particular ways. Parental occupation may also influence how students perceive the value of mathematics learning, their beliefs about the usefulness of mathematics and the learning environment at home.

When occupation is considered as an indicator of parental skill use, it appears that students whose parents worked in occupations with greater skill requirements also performed better in mathematics. However, the large overlap between groups also indicates that there are still large differences within occupational categories. Some of these differences may be explained by the specific skills parents use in their occupations.

Looking only at students whose parents were in professional or managerial occupations – occupations that typically require at least a college education and higher-than-average incomes – considerable differences were found in student mathematics achievement. Students whose parents had occupations that specifically required strong math skills – that is, physical, mathematical and engineering science professionals – tended to have higher math scores than other students. Students whose parents were in the occupational category that includes legislators, senior officials, executives and managers in fact performed almost one proficiency level lower than students whose parents worked in the mathematics-intensive occupational group.

2.3 Family socio-economic status and student's performance

Socioeconomic status (SES) is a term used to summarize a variety of factors, including parental education and occupation that influence student performance. In PISA 2003, SES is measured by an index that includes information describing family structure, parental education and occupation, parental labour market participation, and whether a student's family has specific educational and cultural possessions at home.

Analysis of the PISA 2000 results, which focused mainly on literacy, found that students from higher socioeconomic families tended to show stronger literacy skills. The same result is found for PISA 2003 – students from families with higher socioeconomic status also tended to perform better in mathematics.

However, compared to the OECD countries as a whole, differences in socioeconomic status had a smaller impact on student achievement in Canada. Furthermore, differences in socioeconomic status among Canadian students also are smaller than in most OECD countries.

Both theory and evidence suggest that students' knowledge and behaviour, including academic outcomes, are influenced by the characteristics of the schools they attend. Schools may have higher or lower average SES, depending on whether their students are predominantly from low or high SES families. The socioeconomic background of a school population may reflect the socioeconomic conditions of the community where the school is located and thus be a community characteristic as well as a school characteristic.

Schools can play an important role in moderating the effects of individual socioeconomic status. Students tended to perform better, on average, in schools with higher average SES, regardless of their socioeconomic backgrounds. In other words, students are not only affected by the socio-economic circumstances of their own parents, but by those of their peers as well. This may have a positive effect for students surrounded by positive peer influences and role models. It may also doubly disadvantage students from lower SES families attending schools that consist predominantly of students with similar backgrounds.

Until 1945 the problem of social class in education was seen by social investigators and policy makers alike primarily as a "barrier to opportunity" (Olive Banks, 1976). There are, however, factors of considerable importance which have been seen for many years as a serious handicap to good school progress among the children from disadvantaged backgrounds.

One of these factors adversely affecting school attendance of children is poverty. Poverty may be due to low wages, unemployment, large family or the loss of family breadwinner. There are many ways in which extreme poverty might be expected to exert an influence on school attendance.

Malnutrition and poor living conditions are bound to have an influence on the health of the child, and so directly or indirectly affect his ability to learn. Pre-natal damage may occur in the child as a result of inadequate pre-natal care limited resources among lower class families have been found to restrict the provision of

school books, building funds, and other necessary materials to ensure good performance and attendance at school, (Kinyanjui, 1979).

On the other hand lower class families have been found to have lower aspiration for their children than upper class families due to opportunity cost of the child according to (Michael Todaro, 1977). Some of the studies have concluded that, the intellectual stimulation that reinforces the schooling experience is less likely to be present in lower income families; and that socio-economic background contributes to absenteeism and dropout rates (Kinyanjui K, 1977).

Rural studies in United States of America provided valuable insight that appeared to provide a most important factor governing the school attendance. McIntire, 1918 in effects of Agricultural Employment upon school attendance; and (Folks 1920) reported a strong influence of seasonal farm demands on pupils' attendance.

In Kenya the roles of boys and girls before and after school during harvests do influence their attendance at schools. Over 80% of the people in Kenya live in the rural areas, and derive their income from farming. It has therefore been observed that poor families who cannot afford to employ casual labourers during land preparations, ploughing and harvesting draw their children from school to work on the family farm or look after cattle (Raju B, 1973).

Studies in Tanzania by Mbilunji, 1974 and others on the school community and class found that regional and locational effects are less important than the set up of the child's family background, traditional social structure, and stratification among peasant and traders in rural areas.

Sharma and Sapra (1971) in their Indian study, found dropouts and non dropouts to differ in their attendance rates. Pupils with less than 60% attendance rate were seen to be potential dropouts. Jamison and Mc Nally (1975) found attendance to fluctuate with the farming calendar in rural areas.

According to researches done (e.g. Dentler 1965); the attributes that are considered as a disadvantage leading to dropout are only aspects of a general pattern of stratification but are circular statements of what is involved in school withdrawal. They pointed out that socio- economic disadvantage is the equivalent of an educational disadvantage which in turn is productive of poor school performance , repetition, disinterest and even withdrawal.

The concept of social class is useful because it refers to more than just the effect of parental education, occupation, incomes or any of a number of correlated variables that are used to measure socio- economic status.

Kohu, Melum, 1963 in his contribution on "Social class and Parental-child Relationship has pointed out that, "members of different social classes, by virtue of enjoying (or suffering) different conditions of life, come to see the world differently and to develop different conceptions of social reality, different aspirations, hopes and fears and different conceptions of the desirable".

The definition of social reality and its concomitant aspirations may be the root to explaining the barriers which operate to reduce educational participation of children from lower class origins relative to those from higher ones. Levin, H.M., 1976 concluded that there are those barriers that are within the school structure. Levin pointed out that the external barriers may include family expectation, limited incomes.

The lower class family may have lower expectations for its children with respect to education. Similarly, lower incomes may restrict the provision of funds for tuition, books, uniforms and other charges for special courses or examinations. The barrier within the school structure includes the systematic differences in educational resources between school registering different students clienteles. For instance better teacher's better facilities and other educational facilities are

available to children from higher social class origins compared to those of low class background.

Several studies on the causes of absenteeism and dropouts have been undertaken in developed countries (Beirn et al 1972). Miller, 1964) their limited focus to these countries reduces their activities for purposes of educational planning in developing countries. For a poor country like Kenya where a large amount of its GNP is spent in Education, incidence of absenteeism and dropout rates can be seen as wastage of national resources. This is a major concern among academic and official circles and has been referred to once and again in many previous researches and official reports for example (Raju, 1973). Mutua, (1975).

In Kenya an investigation on the effects of the social – economic determinants of repetition and early school withdrawal at the primary level and their implications for Educational Planning was conducted by John A. Nkinyangi (1977). His study revealed that the socio- economic background of a family influenced the rate of drop out and attendance throughout the educational levels. He concluded that because of the interaction between school fees and school attendance on one hand, and performance on the other, it may be that repeaters are more likely to be from families which cannot best provide the necessary tuition, additional books, private coaching and other necessary preparation to ensure selection to a secondary school.

2.4 Parents income and their children performance in school

When adults takes on a new job, relocates or divorces, they are making a conscious decision to face new places, responsibilities and change, " said Akashi, who earned her doctorate degree in economics from the University of Virginia. But when a child's parents divorce ... that is something beyond the child's control.

"Every parent wants to make the right decision, not only for themselves but also for their children's well-being. Many sociological studies have already found that children in divorced families tend to have lower academic achievement, but it's not clear how much of this is the pure effect of divorce," Akashi said.

"A large part of the lower achievement of children of divorced parents may be explained by other factors, such as low income. I thought that quantifying the pure effects of divorce and remarriage on children's well-being may help adults make optimal marital decisions," she noted.

To test her theory, Akashi built an economic model that explains the relationship between a child's test score and changes in his family structure.

"This is the first study that discovers that the effects of divorce and remarriage largely depend on the parents' income level," said the researcher. "For a mother with adequate financial resources, the negative effect of divorce on her children can be negligible. However, for a parent who earns little, a divorce has a large negative impact on the child's academic success.

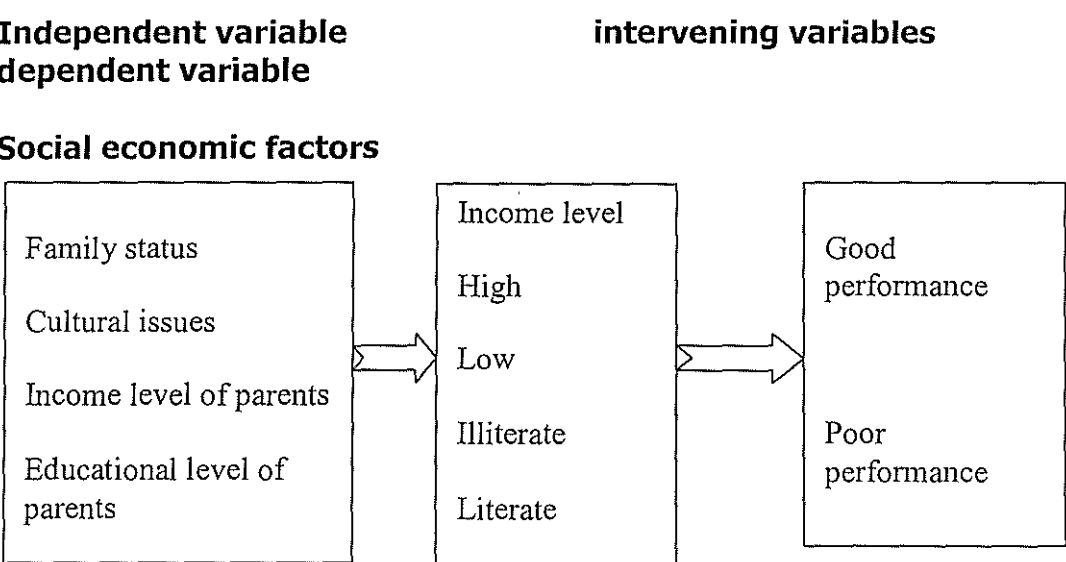
"Interestingly, even though a remarriage is predicted to improve a child's test score on average, a remarriage that increases the family income drastically is predicted to have a negative impact on the child's test score.

"This may be due to the possibility that a remarriage with a partner with a higher earning ability reduces the parent's control over educational investments toward her own child."

The effect of divorce and remarriage on children is one of three studies Akashi is currently exploring. Akashi, whose research interests are family, labor and health economics, and applied microeconomics, also is researching the economic disparities of spouses — such as someone who has no problem with having credit debt married to someone who pays cash for everything — and how families make economic decisions.

"I find the applications of economic theories to every day life to be fascinating," said Akashi. "What we discuss in intro and intermediate economics courses may seem to have little to do with real-world applications, but I am hoping to share the fun part of economic research with as many students as I can in the future."

2.5 Conceptual framework



From the conceptual framework independent variable of the research topic are family status, cultural issues, income level of parents and educational level of parents. Intervening variable are income level of parents level, where high income was attributed to good performance and low income was attributed to poor performance. Illiterate and literate were also intervening variables. Dependent variables were good performance and poor performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section entails the methods used to collect the data necessary to answer the research. It is divided into;

3.1 Research design

The study adopted a Descriptive research design. This enhanced the researcher to obtain a better understanding of the problem of socio-economic factors on academic performance of pupils. The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on why past initiatives have not produced the desired results.

3.2 Population of study

The population of study were teachers, pupils and parents in Ntoomba, Kanjalu, Mbaarua, Ithamare, Kanjalu boarding and Amatu primary schools.

3.3 Study sample

With regard to above the study s stratified sampling was employed

Sampling as follows: -

- Pupils – 50 of the sample suffice.
- Teachers- 3 teachers from each school.
- Parents 10 of the sample size sufficed

3.4 Research instruments

➤ Questionnaire

Primary data was collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on what constitutes teaching methodology.

These were designed in both open and closed ended form.

The method ensured high proportion of responses and higher returns rate.

➤ **Interview method**

This took face-to-face interactions with the teachers in the school.

Secondary data were obtained from the Ministry of Education magazines, annual report records and other researches done. This gave other information required in the research.

3.5 Research procedure

The researcher had an introductory letter from the university and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

3.6 Data analysis and interpretation

The information collected were analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study were presented and analyzed using tables and pie charts.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.1 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage.

4.2 Profile of the respondents

Table 1: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	11	55
Female	9	45
Total	20	100
Marital status		
Single	8	40
Married	12	60
Total	20	100
Age		
19-24 yrs	4	20
25-30yrs	10	50
31 and above	6	30
Educational level		
Certificate	6	30
Diploma	9	45
Degree	5	25
Total	20	100

Source: field data

Twenty five (25) questionnaires were distributed to the teachers and 20 were filled and returned .This therefore represents 80% of the total number of questionnaires that were distributed.

The study covered 20 randomly selected teachers of whom 11 (55%) were male and 9 (45%) were female.

Of the 20 respondents, 8 (40%) were single while 12 (60%) were married.

The age category of the respondents was divided in three groups that is 19-24 years were 4 which was 20%, 25-30 were 10 (50%) and 31 and above were 6 representing (30%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, diploma and degree. 6 (30%) of the respondents had certificates, 9 (45%) had diplomas and 5 (25%) had degrees. Interviews were carried out with 10 parents both male and female. Six 6 of the parents were male while four 4 were female. Focus group discussions were used to extract data from the pupils. 25 pupils were included in the discussion of which 14 were boys and 11 girls.

4.3 Educational level of parents

The respondents were asked whether environmental factors affect academic performance.

Table 2: whether there is relationship between educational level of parents and pupils academic performance.

Response	Frequency	Percentage
Yes	13	65
No	7	35
Total	20	100

Source; primary data (2008)

The table shows that 13 (65%) of the respondents agree that there is a relationship between educational level of parents and pupils academic performance and 7 (35%) disagree. According to the parents if a child was born to illiterate parents here was a high likelihood of not achieving in education. In a focus group discussion with the pupils they also agreed that parents who were educated tended to take education matters seriously.

4.4 Income of parent

The respondents were asked whether income level of parents affected children academic performance and this was their response

Table 3: whether income level of parents affected children academic performance

Response	Frequency	Percentage
Strongly agree	10	50
Agree	8	40
Strongly disagree	-	-
Disagree	2	10
Total	20	100

Source: primary data(2008)

10 (50%) of the respondents strongly agree that income level of parents affected pupils performance in class while 8(40%) agree and 2 (10%) disagree. The parents agreed that socio-economic factors contributed to academic performance because children who were from well to do countries obtained better education compared to those engulfed in poverty.

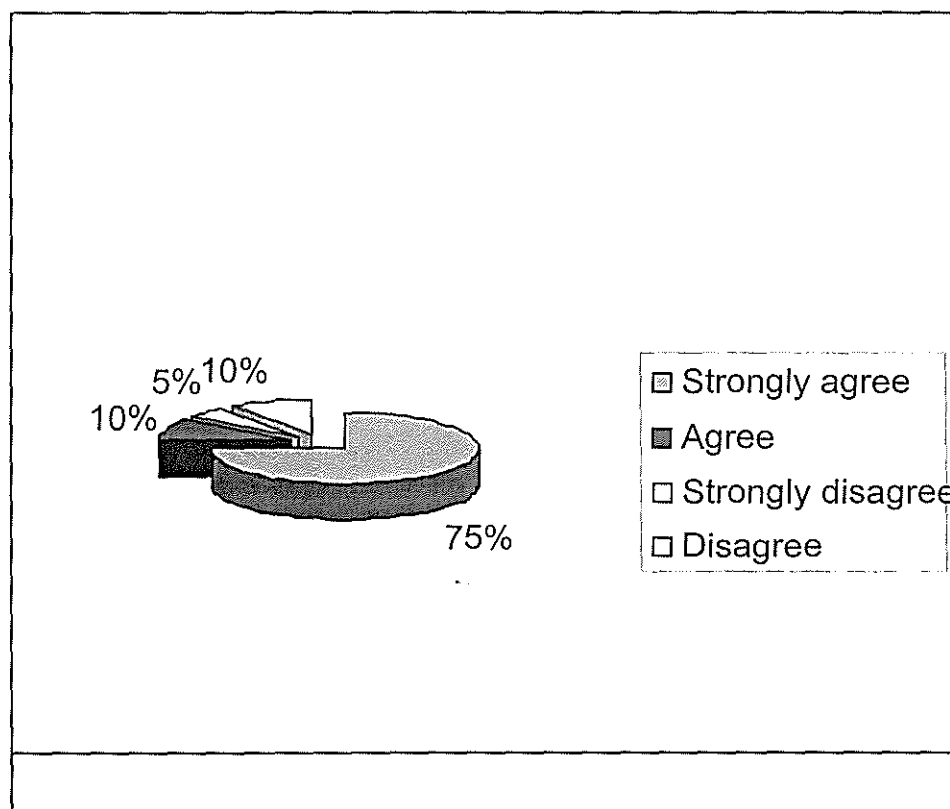
The respondents were asked whether family status was affecting children academic performance and this was their response

Table 4: whether family status affected children on their academic work

Respondents	Frequency	Percentage
Strongly agree	15	75
Agree	2	10
Strongly disagree	1	5
Disagree	2	10
Total	20	100

Source; primary data (2008)

Chart 1 : whether family status affected children on their academic work



15(75%) of the respondents strongly agreed that family status played a pivotal role in determining how pupils performed in class, 2 (10%) agreed while 1(5%) strongly disagreed and 2(10%) disagreed. The parents said that it was obvious one could not concentrate in school when the environment back home was not conducive for one to pursue academic learning.

Table 5: whether socio-economic factors contributes to low enrollment of pupils.

Response	Frequency	Percentage
Strongly agree	8	40
Agree	6	30
Strongly disagree	2	10
Disagree	4	20
Total	20	100

Source: primary data(2008)

The table shows that 8 (40%) of the respondents strongly agree that socio-economic contributes to low enrollment of pupils, 6 (30%) agree while 2 (10%) strongly disagree and 4 (20%) disagree. According to the parents children who are not well fed always fall sick and therefore cannot attend school which means that the enrollment is affected.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to establish the effects of social economic factors and how they affect academic performance. This chapter focuses on the summary of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary

The first objective was to examine the relationship between educational level of parents and pupils academic performance.. The study revealed that education and academic performance are adversely affected by different levels of parents education. They also agreed that level of parents education determined their children performance and this is supported by Levinger Beryl (2000) that literate parents were instrumental to pupils academic performance.

The second objective focused on income level of parents and its contribution to pupils academic performance and 50% of the respondents strongly agreed that low income earning parents led to poor performance of pupils in class. According to Grantham McGregor (1991) school attendance and achievement are affected by a host of variables including the capacity of a child to procure all reading materials needed in school. The study also revealed that children from poor families did not perform well in class because of hunger and therefore did not perform well and this is supported by FAO (2000) hunger hinders school achievement.

The third objective focused on the relationship between family status and how they affect performance 30% of the respondents agreed that children who were from unstable families including single parent families performed poorly in class.

5.2. Conclusion

The main purpose of the study was to determine the effects of social economic factors on academic performance, it was established that educated parents took their children's studies seriously.

The study found out that income levels of parents were a major determinant on academic performance of their children..

The study also found out that family status coupled with family background was very important and that for a child to perform well in school the family status had to be stable..

5.3. Recommendations

The government should make sure that it focuses on poverty eradication programs in the marginalized areas.

The parents and the community should be sensitized on the importance proper and stable family background and how they influence child development .Parents should make sure that they provide all school requirements for their children as they go to school so that do not fail to concentrate in class.

5.4 Suggestions for further research

More research should be done on the effect of family background on early childhood primary education. Research should also be done on other socio-economic factors affecting the learning environment.

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APPENDIX I

BUDGET

NO.	ACTIVITY	COSTS	
		Kshs	Ushs
1.	STATIONARY	3,000	100,000
2.	TYPING AND PRINTING	2,500	62,500
3.	TRANSPORT	2,500	75,000
4.	MEALS	2,000	70,000
5.	PHOTOCOPY	1,500	37,000
6.	INTERNET AND AIRTIME	1,000	25,000
7.	MISCELLANEOUS	5,000	125,000
TOTAL		17,500	424,500

APPENDIX II

TIME FRAME

ACTIVITY	PERIOD	OUTPUT
Proposal writing	19/8/08-23/8/2008	Proposal submission for approval
Field customization	September 2008	initial information collection
Developing instruments	September 2008	Developing of instruments
Data collection	October 2008	Coding and entering of data
Data analysis	November 2008	Analyzing and interpretation of data
Preparation of report	December 2008	Submission of dissertation

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

My name is Thomas Mwika Igweta, a student from Kampala International University (K.I.U.), Institute of Continuing and Distance Learning.

I am collecting data in relation to socio-economic factors on academic performance on pupils in Kenya, I request for your cooperation and I promise not to take much of your time.

Please note that we do not mention people's names to ensure privacy and confidentiality.

TICK WHERE APPROPRIATE

General instructions

- a) This questionnaire is to be filled by teachers
- b) Please assist and answer the appended questions after reading carefully
- c) Please tick in the space of choice provided
- d) Write comments in the provided space where necessary
- e) Do not write your name on the questionnaire
- f) The information collected will be confidentially kept and will only be used for academic purpose

Personal details

A) Sex:

☐

Male

☐

Female

B) Age

Age bracket	Tick where appropriate
18-25 years	
26-30 years	
35-40 years	
45-50 years	
50 years	

C) Education class level

Please indicate your educational level

Educational class level	Tick where appropriate
Standard five	
Standard six	
Standard seven	
Standard eight	

**PART TWO: IMPACT OF SOCIO-ECONOMIC PERFORMANCE ON
ACADEMIC PERFORMANCE OF PUPILS.**

TICK WHERE APPROPRIATE

i) Is there a relationship between educational level of parents and pupils academic performance?

Strongly agree ()

Agree ()

Disagree ()

Strongly disagree ()

ii) Do you believe the income level of parents affects pupil's academic performance?

Strongly agree ()

Agree ()

Disagree ()

Strongly disagree ()

iii) Does family status have an impact on pupils academic performance

Strongly agree ()

Agree ()

Disagree ()

Strongly disagree ()

iv) Are socio-economic factors related to ones background? Comment

.....
.....

v) Are socio-economic factors affecting academic performance at your school? If yes give reasons.

.....

THANKS



Kampala International University
Institute of Open and Distance Learning
P O Box 20000 Kansanga, Kampala, Uganda
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. THOMAS MWIKA IGNETA

REG. #.....BED/13216/61/DF.....

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

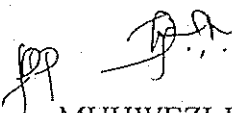
He/she wishes to carry out a research in your Organization on:

SOCIO ECONOMIC FACTORS AND PUPILS
PERFORMANCE IN KIANJA ZONE-
TIGANIA DISTRICT - KENYA

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,


MUHWEZI JOSEPH
HEAD, IN-SERVICE

TIGANIA DISTRICT

