

**SOCIO-ECONOMIC STATUS OF PARENTS AND STUDENTS ACADEMIC
ACHIEVEMENTS IN SELECTED SECONDARY SCHOOLS OF NAMA SUB-COUNTY,
MUKONO DISTRICT**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I, Namuleme Zulphur do declare that this research report is my personal work and has never been presented by any person for any academic award to any institution of higher learning.

Signed.....

NAMULEME ZULPHUR

Date.....23-08-2018.....

APPROVAL

I hereby certify that the dissertation entitled “effect of socio-economic status of parents and students’ academic achievements in selected secondary schools of Nama sub-county, Mukono district” is the original work of Namuleme Zulphur and has been under my supervision.

Signed.....



MR LAAKI SAMSON

Date.....

23-08-2018

DEDICATION

This research work is dedicated to my mother and father, for they have supported me financially, I also dedicate this research to my Auntie Mayimuna Namukwaya and my brother Ibrahim Kyakonye and to Aunt Rita and Uncle Richard. Your services in me have not been taken for granted and may God richly bless you.

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TABLE OF CONTENTS

DECLARATION	I
APPROVAL	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
TABLE OF CONTENTS	V
LIST OF TABLES	VIII
LIST OF FIGURES	IX
ACRONYMS.....	X
ABSTRACT	XI
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background of the study	1
1.1.1 Historical perspective	1
1.1.2 Theoretical perspective.....	2
1.1.3. Conceptual perspective.....	2
1.1.4. Contextual perspective	3
1.2. Statement of the problem.....	3
1.3 General purpose	4
1.4 Specific Objectives	4
1.5 Research Questions.....	5
1.6 Scope of the study.....	5
1.7 Significance of the study	5
CHAPTER TWO: LITERATURE REVIEW	6
2.0 Introduction	6

2.1 Theoretical Review.....	6
2.2 Conceptual framework	8
2.3 Review of related literature	9
2.3.1. Academic achievements of select secondary schools in Nama sub county, Mukono District.	9
2.3.3. Causes of parents' low socio-economic status	10
CHAPTER THREE: METHODOLOGY.....	12
3.0 Introduction	12
3.1 Research design	12
3.2 Area and population.....	12
3.3 Sample size	13
3.4 Sampling techniques.....	13
3.5 Data collection tools	13
3.5.1 Questionnaires	13
3.5.3 Observation guide.....	14
3.5.2 Interview Guide	14
3.6 Validity and reliability.....	14
3.7 Research procedure.....	14
3.8 Data processing and Analysis.....	15
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERGRATION.....	16
4.0. Introduction	16
4.1. Section One: Background Information of Respondents	16
4.1.1. Demographic Details of Respondents	16
4.2 Section 2: Description of respondents' opinion In relation to the questionnaire items and the interview.	19
4.2.1 Respondents' opinion on the academic achievements.	19

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS23

5.1 Introduction23

5.2.1. Discussion on the socio-economic status of parents in Nama sub-county23

5.2.2 Discussion on the academic achievements of students in Nama sub-county,23

5.2.3. Discussion on the causes of parent’s low socio-economic status in Nama Sub-County.....24

5.3 CONCLUSIONS26

5.4 Recommendations26

5.5 Areas for Further Research.....26

REFERENCES27

APPENDICES.....31

APPENDIX 1: QUESTIONNAIRE31

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS AND TEACHERS33

APPENDIX III: INTERVIEW GUIDE FOR PARENTS35

APPENDIX IV: INTERVIEW GUIDE FOR DOMESTIC ADMINISTRATORS36

LIST OF TABLES

Table 1: Demographic details of respondents (parents)	16
Table 2: Respondents' opinion on parents' socio-economic status in Nama sub-county	17
Table 3: Effects of socio-economic status of parents on students' performance in UACE exams	17
Table 4: Demographic Details of Respondents who were students.	18
Table 5: Respondents' views on feeding, accommodation and basic needs in relation to objective one	20
Table 6: students' opinion on academic performance in secondary schools of Nama sub county Mukono district.....	21
Table 7: the effects of feeding, accommodation and basic needs on students' academic performance in UACE exams in relation to objective one	21
Table 8: Respondents' opinion on the causes of parents' low socio-economic status in Nama sub- county, Mukono district.....	22

LIST OF FIGURES

Figure 2.1: Maslow's Hierarchical model of basic needs.	7
Figure 2.2: Conceptual framework showing an interrelationship between parent's social-economic status and students' academic achievements.	8

ACRONYMS

ANOVA:	Analysis of Variance
DES:	Directorate of Education Services
ESA:	Educations Standards Agency
FAO:	Food Agricultural and Organisation
MISR:	Makerere Institute of Social Research
MoES:	Ministry of Education and Sports
PLE:	Primary Leaving Examinations
SPSS:	Statistical Package for Social Scientists
UACE:	Uganda Advanced Certificate Examination
UNEB:	Uganda National Examinations Board
UNICEF:	United Nations International Children's Education Fund
USE:	Universal Secondary Education
UCE:	Uganda Certificate Examinations
UBOS:	Uganda Bureau of Statistics

ABSTRACT

The purpose of the study was to investigate the effects parents' socio-economic status on student's academic achievements. The study objectives were; to find out the academic achievements of selected secondary school students in Nama sub-county, Mukono district, to explain the socio-economic status of parents and the causes of low socio-economic status of parents in Nama sub-county, Mukono district. Across sectional survey design using both quantitative and qualitative methods was used to collect data from 202 students, 30 teachers, 4 head teachers and more than 40 parents. The qualitative study design investigated the possibility of the relationship between the independent and the dependent variables like student's feeding, accommodation, and basic needs, parents socio-economic status, causes of low socio-economic status and academic performance.

The sample was drawn from day students in selected secondary schools of Nama sub-county especially those in Advanced level. Data on parents' socio-economic status was gathered using a questionnaire with standard like type scale with closed ranking items. Structured interview guides were used to collect views from the non-students. Data from questionnaires was analyzed using both descriptive and inferential statistics of Analysis of Variance (ANOVA) and the t-test while interview data was analyzed using frequency analysis by counting the number of times of responses had by the r respondents. The findings suggested that the students which performed poorly were coming from homes of a low socio-economic status.

From the study, the following conclusions were made; firstly, poor feeding, accommodation and lack of basic needs negatively affects the students' academic performance. Secondly, the low socio-economic status of parents negatively affects students' academic achievements

CHAPTER ONE

1.0 Introduction

The chapter includes the background of the study i.e. the historical background, contextual background, statement of the problem, research general objective, research objectives, purpose of the study, research questions, scope of the study, and the significance of the study.

1.1 Background of the study

1.1.1 Historical perspective

Formal Education in Uganda has its own origin in missionary activity from the turn of the 19th century. Formal education system consists of seven years of primary education, four years of secondary education and two years at the advanced level of education. After seven years of primary education, students undertake primary leaving examinations (PLE), those who continue into secondary education spend four years studying for ordinary level examinations provided by Uganda National Examination Board (UNEB) and those studying for advanced level examination also provided by UNEB, (Kajubi 1992)

The World Bank review (1995) demands for adequate and efficient education systems as a basic human right for all regardless of their station in life. For this reason therefore, the government of Uganda committed itself towards providing quality basic education and training to prepare its nationals for the challenges of the 21st century. The challenges include globalization, modernization and information age among others (National Report on the development of education in Uganda, 2004). As a way forward, the government of Uganda started providing free education for four school going children per family 1997. Later in 2007, another programme, universal secondary education (USE) was introduced to target the bright but needy students especially those in rural, remote communities and districts (ministry of education and sports (MOES) planning development, 2007).

Indeed commendable effort has been directed towards the improvement of academic performance of students in the education sector. However, there seems to be a growing concern where the parents socioeconomic status has been neglected since most private schools are operating boarding sections without approval from the ministry of education and sports (Inspectorate Report from Directorate of Education Standards, (2008). This report clearly pointed out that majority of private schools in Nakasongola, Mpigi, and many other districts in Uganda has poor facilities, students were congested among others.

1.1.2 Theoretical perspective.

This study was guided by Maslow's theory of motivation as cited in Okumbe (1998) which argues that individuals (in case of students) learn better when all physiological needs are gratified. Maslow further elaborated the theory in Okumbe (1998) and lists the physiological needs like hunger, thirst, sleep and other needs. Kasenene (1999) citing Maslow (1972) emphasized those students cannot learn if they are hungry and malnourished. However, in developing countries like Uganda, these needs may not be given priority in poor homes yet are likely to affect students' academic achievements and this drove the researcher to find out the effects of socio economic status of parents on academic achievements of students.

1.1.3. Conceptual perspective.

In this study, the dependent variable was academic achievements and it was defined as the quality and quantity of students work, observable manifestation of knowledge, skills, concepts and understanding ideas. It can also be taken to mean knowledge and skills gained at school designated by test scores or marks assigned by teachers. In Uganda, performance at advanced and ordinary level as well as primary level is largely measured and judged against results of Uganda Advanced Certificate Examination (UACE), Uganda Certificate Examination (UCE) and Primary Leaving Examinations (PLE). Parent's socio economic status was the independent variable which could simply means the individual's or a family's inability or ability to access to or control over some combination of valued commodities such as wealth, power, and socio status (Muller and Parcel 1981). Socio economic status also incorporates parental income, parental education, and parental occupation. Most of the parents' status in Uganda is very low that they cannot afford to cater for their children good feeding, good sanitation and good accommodation facilities. Farlex (2003) defined feeding as the act of consuming nourished food. Parental income can be defined as the salary a parent gets at his/her work place and parental education can be defined as the educational level of parents for example graduate holder, PHD Holder, Masters Holder among others. Parental occupation is what parents do to earn a living for example lawyers, doctors, teachers among others.

1.1.4. Contextual perspective

The Uganda Bureau of Statistics (UBOS) in the poverty report 2016/2017 shows that people living in poverty are now at 10million from 6.6 million. In percentage terms, it shows that poverty now stands at 27% up from 19.7% in 2012/2013. This is a clear indication that most of the parent's socio economic status most especially in rural areas is very low. In Nama sub county of Mukono District, about 80% of the parents are peasants and depend on subsistence farming for survival. Their income is very low compared to the work they do and this has led to poor academic achievements of their children within this area. Parental socio economic status incorporates parental income, parental education, and parental occupation (Gottfried, 1985, Hauser, 1994, Mueller and Parcel, 1981). Parental income as an indicator of socio economic status reflects the potential for socio economic resources that are available to students. Parental education is also considered one of the most stable aspects of the socio economic status because it is typically established at an early age and tends to remain over time. Parental education is moreover of parent's income because income and education are highly correlated in Uganda. Occupation is ranked on the basis of education and income required to have that particular occupation.(Hauser1994).The fact that most of the students in Nama sub county in Mukono district have poor academic achievements resulting from the socio economic status of their parents, the researcher sought to establish in greater depth the effects of socio economic status of parents and students academic achievements in Uganda with a particular emphasis on secondary schools of Nama sub county in Mukono district.

1.2. Statement of the problem

The academic achievements of rural poorly facilitated schools also known as third world schools is generally poor compared to the schools in urban areas and are well facilitated. This was confirmed by the Makerere Institute of Social Research (MISR) Report (October, 2000) that urban schools excel in academic performance better than rural schools. There are several factors that could be responsible for this, such as poor quality teachers, poor class rooms and learning resources.however, it is hypothesized that the parents socioeconomic status as characterized by poor living conditions, low wages at work, poor housing and ventilation, lack of jobs hence less funds to cater for their children's needs at school for example books, text books, and other scholastic materials needed could be one of the factors affecting selected secondary schools of Nama sub county in Mukono district. If students are to make the most of their educational opportunity, it is crucially important that they enjoy adequate facilities for accommodation, private study and health recreation. The socioeconomic status of parents is presumed to be one of the factors that affect students' academic achievement. The report of the National Inspection Programme (2003) revealed that the low socioeconomic status of parents in the districts of Mpigi, Nakasongola and Mubende partially contributes to the poor academic achievements of students there. It is not clear whether the situation is the same even in Nama Sub county Mukono District and that's why the researcher considered it necessary to carry out a

study in Nama Sub County to confirm. Therefore the study ought to establish in details the effects of socioeconomic status of parents on students' academic achievements.

1.3 General purpose

The General purpose of the study was to establish the effect socio economic status of parents on the students' academic achievements in the selected secondary schools of Nama Sub County, Mukono District.

1.4 Specific Objectives

The study was guided by the following objectives

1. To find out the socio economic status of parents in Nama Sub county, Mukono District.
2. To find out the Academic achievements of selected school students in Nama Sub county, Mukono District.
3. To examine the causes of parents low socio economic status in Nama Sub county, Mukono District.

1.5 Research Questions

1. Explain the socio economic status of parents in Nama Sub County, Mukono District.
2. What is the academic performance of students in the selected schools of Nama Sub County, Mukono District
3. Examine the causes of parents low socio economic status in Nama Sub county, Mukono district.

1.6 Scope of the study

The study was conducted in Nama sub county, Mukono district in the central region of Uganda. Nama Sub County is surrounded by the nearby towns of Kiswera, Kira, Gayaza, Mukono, Kira town, Nagalama, Lugazi, Nakifuma among others. Nama Sub County has got villages like Kituba, Mabuye, Buyuki, Nama, and Mpoma among others. Nama Sub County has got 6 parishes and 64 Villages, the study covered 4 selected secondary schools which included among others Kiswera secondary school, Lutengo united senior secondary school, Katoogo secondary school and Mbalala secondary school. The study aimed at investigating the socio-economic status of parents and academic achievements of students, the objectives were to examine the socio-economic status of parents in Nama sub-county, to find out the academic achievements of selected secondary school students and the causes of the low socio-economic status of parents in Nama sub-county. Across sectional survey design using both quantitative and qualitative methods was used to collect data from 202 students, 30 teachers, 4 head teachers and more than 40 parents. The qualitative study design investigated the possibility of the relationship between the independent and the dependent variables like student's feeding, accommodation, and basic needs, parents socio-economic status, causes of low socio-economic status and academic performance. The study will be conducted from May to august 2018

1.7 Significance of the study

The research findings will be beneficial to the responsible officials in the ministry of education and sports, Head teachers, School boards and policy makers by communicating the existence gaps in the socio economic status of parents and the students' academic performance. The findings will also be beneficial when dealing with the elimination of poverty in villages of Uganda as a way of improving the grades of students in the country. The findings will also be an addition to the existing research information in the country and it will also be used by other researchers to build on as they do their research in the field of education.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review, conceptual framework, and the review of related literature on the effects of socio economic status of parents on students' academic achievement.

2.1 Theoretical Review.

Maslow(1943) cited in Kasenene (1999) argues that physiological needs such as food and water are the primary needs which needs to be satisfied before a person can realize any need for secondary desire. According to Kasenene (1999), Maslow advanced a theory of motivation in 1968 which argued that students will always have the need to learn after all the physiological needs are gratified. Maslow therefore concluded that learning is secondary to bodily needs and any attempt towards learning requires satisfaction of physiological or bodily needs as an avoidable pre-requisite. In the study, such needs included feeding, accommodation, clothes among others.

Further studies by Maslow in human motivation led him to advance a theory of needs based on a hierarchical model as covered by Okumbe (1998). According to Okumbe(1998:45), the psychological needs that include hunger, thirst and sleep, the safety needs that include desire for peace, smooth running of the state and stable environment, the love needs that include belonging and affection/social needs, the esteem needs that include power, achievement, recognition, status and self-actualization where one achieves what he wants.

This theory can be illustrated diagrammatically as seen in figure 2.1.

Figure 2.1: Maslow's Hierarchical model of basic needs.

Source: Okumbe (1998) Educational Management theory and practice

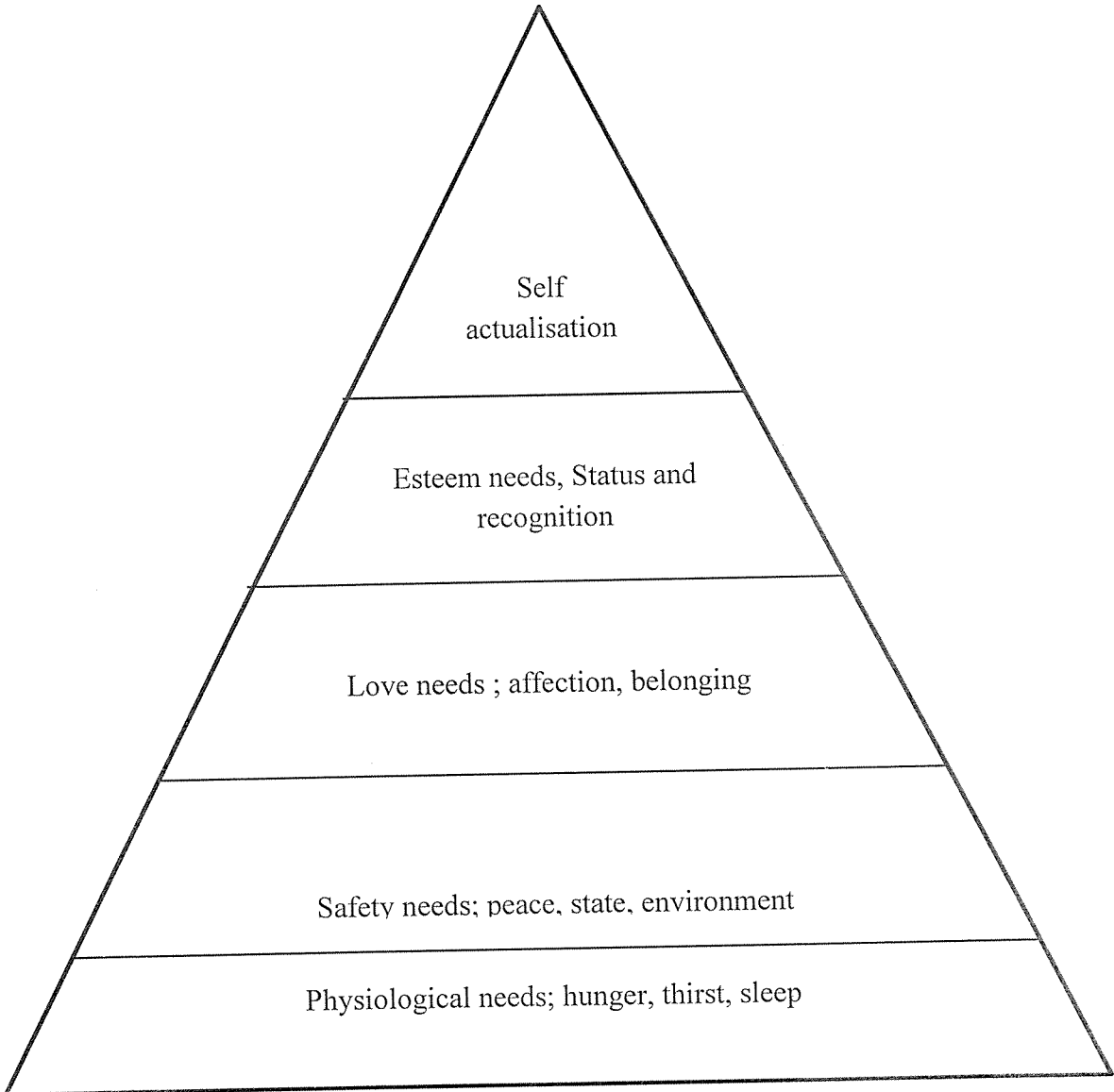


Figure 2.1: Maslow's Hierarchical model of basic needs.

All the above needs were summarized into parent's socioeconomic status in relation to their children's needs like feeding, clothing, accommodation among others basically covering the physiological needs of man

Maslow's theory of needs based on hierarchical model can be applied in a family setting whereby hunger, thirst, accommodation, sleep etc could have an impact on the academic achievement of a student.

2.2 Conceptual framework

The relationship between the independent and the dependent variable is indicated by the conceptual framework below.

Independent Variables

Feeding, Accommodation, other basic needs

- Food Diet
- Time between meals
- House Ventilation
- House Spacing
- Text books, Scholastic material, etc

Parent's social - economic status

- Low
- Medium
- High

Causes of Parents low social-economic

- Illiteracy
- Family back ground
- Laziness and ignorance
- Others

Dependent Variable

UNEB Results

Extraneous Variables

- Social Support
- Home Background

Figure 2.2: Conceptual framework showing an interrelationship between parent's social-economic status and students' academic achievements.

Source: Modified Okumbe (1998:45)

The above figure conceptualizes that the socioeconomic status of parents has an effect on students' academic achievements. Home feeding, better accommodation, students wants at home needs to be gratified for learning to take place. In order to achieve academic excellence, the minds of a student should be healthy and should exist in a healthy environment where they can access adequate meal, stay in a good environment, have whatever they need at school and sleep comfortably. In that way students will be in a better position to excel academically.

2.3 Review of related literature

2.3.2 The socio-economic status of parents in Nama sub-county, Mukono District.

Science shows that the psychology of low socio-economic status of parents has a huge impact on students. According to Kainuwa and Yusuf's article in Nigeria, low parental income can have a large effect on the psychological state of the child, which in turn can lead to issues such as low concentration, frustration, sickness, emotional disability and low perception and these issues usually lead to poor academic performance. An Australian research study done by Gillian Considine and Gianni Zappala studies the various factors that influence the educational performance of low socio-economic status of parents on students suggests that the children's psyche have a large impact on their academics. The research conducted by Considine and Zappala shows that family; individual and contextual factors such as gender, absences, ethnicity, parental education, housing type etc. all have a significant effect on how well a student performs in school. Socio-economic status of parents whether low or high have an impact on a students' performance in a way that when the student has whatever she wants at school and at home, she will be interested in learning and always parents of a high socio-economic status act as role models for their children that children will always want to be like their parents in future therefore they will be empowered to study hard. Parents of a higher status have paramount reasons for educating their children which may not be the case for the parents of a low status since they always carry a poor mind. This study therefore sought to find out the real socio-economic status of parents in Nama sub-county, Mukono district.

2.3.1. Academic achievements of select secondary schools in Nama sub county, Mukono District.

On 13th of October 2017, UNEB introduced a new system to grade schools. The Uganda National Examination Board started grading secondary schools according to the value they have added to their students. The UNEB Executive secretary Mr. Daniel Nokrach Odongo said the school effectiveness measure they introduced will compare secondary schools to see how much progress students have made from the time they joined in senior one to the time they leave at senior four. Here, the examining body will look at the aggregate the pupil scored in Primary Leaving Examinations (PLE) and compare them with the scores they got in the Uganda Certificate of Education (UCE). The new measure will take into account the grades attained in primary seven and those in senior four and the performance of all candidates. It will recognize

every school according to the effort they have put. Some schools have admitted students in third or fourth grades at primary seven. Mr. Odongo said that UNEB will be using a metric to measure performance of individuals and schools. The system will track the scores at PLE, UCE, and UACE and use them to rate the value a school would have added on their students. The selected secondary schools for the past five years has been performing quite poor in the UCE and UACE examinations the school has well established classrooms, computer laboratory, dormitories, toilets, among other buildings, therefore, the environment is quite convenient for the better performance of students, however, the academic achievements at the school has been quite poor. The academic achievements of students in this study was spoken about in relation to feeding, accommodation and the basic needs needed at school and home for students being the fact that those three aspects are essential in the learning process.

Feeding is very important in the life of learners since it affects students' thinking and intellectual development. It takes a central position in institutions that operate a residential programme for students (Kabanza, 1997). Food therefore plays an important role in the learning process.

When it comes to accommodation, the South East Asia conference held in Madras (1955) as cited by Nabawanuka (1997) revealed that accommodation is a vital factor in enhancing students' learning. The same source recommended that if students are to make the most of their educational opportunity, it would be important to have adequate facilities for accommodation, private study and community life and health recreation.

The basic needs students need at school among others include; books, text books, school bags, sets, graph books, log books, money for seminars, workshops. In case students lack some of these needs, it may retard their performance in class. In this regard Ddungu's (2000) study conducted in Rakai pointed out that lack of students basic needs like sanitary towels for girls, text books among others has resulted into poor performance of students there. This revelation was later confirmed by UNICEF (2006) which reiterated that lack of basic needs for students affects students' performance in class. Whether the situation is the same with secondary schools of Nama sub-county was the concern of this study

2.3.3. Causes of parents' low socio-economic status

The south East Asia conference held in Madras (1955) as cited by Nabawanuka (1997) revealed that low socio-economic status is a state where by someone lacks enough money to meet all of their needs. It was also revealed that when someone is poor or unstable economically, there are higher chances of that person to be of a socio low status, it is believed that money in terms of material belongings, and cash money has the capacity to raise one's socio status. Therefore, rich people in the society always have a higher status compared to the poor people and that's why the two words are interrelated. Brook (1965) revealed that low socio-economic status hinders the development of a region, or a country at large. Vespoor (1993) concluded that it is the low socio-

economic status that has contributed to the low quality of education in many African families since it is associated with poor student welfare in terms of feeding, accommodation among other aspects, poor school structures etc. According to the media reports (Saturday, 5th July 2008) The ministry of education cited that it is because of stinking poverty in most homes of Uganda that most students drop out of school and those that stay in school poorly perform in UNEB examinations most especially those that stay in villages. In relation to that, Awake (2002) points out that poverty starts from the mind. When someone thinks they cannot make it in life, surely they will never make it and they will stay poor, yet someone who has a positive mind will one day become rich even when they are still in a sorry state. With low socio-economic status, someone has a low self-esteem and therefore will fear to stand out at any post in society, parents of a low socio-economic status are not role models to their children and therefore most times children are not focused since they do not admire anyone and that's why there is increased school dropout and poor performance in schools in villages than those in towns. World Bank (2005) reports that families whose socio-economic status is high, their children most times perform well since their parents always encourage them and parents are their role models, the parents also provide all the necessities that a child desires which makes her like school and staying in school which is not the case with parents of a low socio-economic status. A report by the United Nations International Children's Fund (UNICEF) (2006) showed that around 5.4 million youths in Africa do not access better education because of high levels of illiteracy, and others. Basing on such a background, the researcher had a paramount reason to carry out the study in order to reveal the real root cause of parents' low socio-economic status in Nama sub-county, Mukono district

CHAPTER THREE: METHODOLOGY

3.0 Introduction

The chapter describes the research design that was employed in the study, the area and population, sample size, the techniques of data collection, validity and reliability of instruments, research procedures, data processing and data analysis and lastly data presentation.

3.1 Research design

In this study, a cross sectional survey design was used. Both quantitative and qualitative methods were used to collect data from selected schools which would form a representative sample. Amin (2005) argues that this design helps to gather opinion from a cross section of the population. The design preferences, attitudes, practices, concerns and opinions about parent's socio economic status on students' academic achievements. Different homes were also visited and their views and opinions were also highlighted. It was because of the above reasons that the design was found to be appropriate to investigate the effects of parent's socio economic status on students' academic achievements in Nama sub county-Mukono district. The method was also appropriate because it produces normative data required for quantitative analysis (Leedey 1989)

3.2 Area and population

The study was carried out in Nama Sub County situated in the southern constituency of Mukono district. The population is approximately 15000 residents, about half of which are under the age of 15 .Nama Sub County is a peri-urban environment and the majority of the population earns their living on subsistence farming. The study focused mainly on parents, teachers, students and head teachers as well as the domestic administrators to critically Analyse. The effects of parent's socio economic status on students' academic performance. According to the annual school survey that was conducted in May 2008, Nama Sub County has got 9 Secondary Schools, with a population of approximately 7430 students and 220 teachers and 9 head teachers.

3.3 Sample size

The sample size comprised of 202 students based on krejice and Morgan (1970). And more than 20 homes. The respondents selected from students, teachers and head teachers were from four selected schools.

3.4 Sampling techniques

Stratified Random sampling techniques were used in the study to select homes, students, and teachers. This technique was chosen because it has a high degree of representativeness and offers accurate results. Random sampling was used in the study of all homes, students; teachers had equal chances of being selected.

3.5 Data collection tools

3.5.1 Questionnaires

The questionnaire was composed of close ended questions which sought to capture opinions of the respondents on the possible association of variables under the study of parent's socio economic status. The questionnaires were useful instrument for collection of data especially where there was a need to protect the privacy of the respondents. This was necessary because confidentiality on the side of the participant in the questionnaire was vital in a way of encouraging and maintaining the response to the questions in the questionnaire without getting embarrassed or intimidated when issuing the instruments. The questions were close ended type of questions to objectify and standardize the observations made by the researcher. The close type of questionnaires was used because they are easy to fill by the respondent and take a short period of time. They also make construction of frequency table easy as Okurut (1986) observed that "A carefully structured question saves time, simplify the task of categorizing, tabulating and summarizing the responses". Questionnaire also helped to collect data from a large sample within a short period of time.

3.5.3 Observation guide

The observation guide helped the researcher to remain focused on the variables being studied. The researcher visited various homes and schools and observed the conditions of various places like the kitchen, bathrooms, toilets, houses, compounds etc.

3.5.2 Interview Guide

An interview guide was designed by the researcher with open ended items according to the main theme of study. It was used to guide the researcher to remain focused on the objectives of the study and to get clarity about the different ideas on parent's socio economic status. The interview guide was the best method since it allows deeper probing and gives clarification.

3.6 Validity and reliability

The researcher presented the instrument for attention of the department and sought expert advice through the supervisor assigned. Critical assessments on the questions were made until validity was achieved.

3.7 Research procedure

Data collection was conducted by the researcher herself and was carried out as follows. After receiving permission from head of department, college of education at Kampala International University, the researcher then sought permission from head teachers to administer the instruments in their respective schools before setting out to collect data. The respondent were informed that the information gathered would serve to enrich matters for policy makers in the ministry of education and sports, head teachers as well as other stake holders. The researcher then distributed the questionnaires to the respondents.

3.8 Data processing and Analysis

The questionnaires were edited for accuracy, consistency, and completeness of information before leaving the field. Thereafter coding and summarizing of data was done at the end of each working day. After the instruments were returned, they were checked for completeness and thereafter were coded and then entered in the statistical package for Social Scientists (SPSS). The information from questionnaires was presented in frequency tables.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERGRATION

4.0. Introduction

4.1. Section One: Background Information of Respondents

4.1.1. Demographic Details of Respondents

Table 1: Demographic details of respondents (parents)

		frequency	Percentage
Gender	female	115	56.9%
	male	87	43.1%
Total		202	100.0%
status	married	58	29.0%
	divorced	86	42.2%
	widowed	58	29.0%
Total		202	100.0%

Source: survey data, 2018

Table 1 suggests that the majority 115(56.9%) were females while 87(43.1%) were male. This meant that female parents are more influential when it comes to their children's education than men. Further still, the study found out that the divorced parents in the society outweighed the married and the single parents. This implies that domestic violence is rampant in most homes.

4.1.2 Respondent's opinion on the socio-economic status of parents in Nama sub-county.

Table 2: Respondents' opinion on parents' socio-economic status in Nama sub-county

	Levels of agreement or disagreement	Frequency	Percentage
Have a professional job	SD	97	48.0%
	D	57	28.0%
	A	29	14.4%
	SA	19	9.4%
Earn salary, whether daily, weekly or monthly	SD	44	21.8%
	D	18	8.9%
	A	42	20.8%
	SA	95	47.0%
Salary ranges from 50,000-100,000SHS and above	SD	12	5.9%
	D	82	40.6%
	A	45	22.3%
	SA	48	22.3%

Table 2 analyzed that most parents have no professions 97(48.0%) implying that most of them never went to school to study for a specific profession. The study further found out those parents earns a salary at least daily, weekly or monthly 95(47.0%). This implies that though a big number of parents have no professional jobs, they are able to acquire money by doing different economic activities that doesn't require school requirements. Further still, the study revealed that the salary earned is less compared to the needs of the parents 82(40.6%). This implies that the economic status of parents is so low. In an interview with the chairman LC1, I found out that parents with low incomes or who are poor are less respected in the society and therefore cannot be nominated to lead in different activities in the village.

Table 3: Effects of socio-economic status of parents on students' performance in UACE exams

	N	mean	Standard deviation	F	p-value
Low	80	8.4375	5.52060	8.26	00
Moderate	62	12.4032	6.07186		
High	8	9.8750	5.81715		
Total	150	10.1533	6.04428		

Source: survey data, 2018

The results obtained from the table above revealed that students from homes with low socio-economic status had an average of 8.43 points, where the socio-economic status was moderate, the average points were 12.40 and where the socio-economic status was high, the average points were 9.87. This meant that different levels of socio-economic status bring about different levels of academic performance. Therefore the socio-economic status of parents has a profound effect on the performance of students

The second objective was to find the academic achievements of students in Nama County, Mukono District

4.1.3 Demographic details of respondents

The background information on students is given in table 4 comprising of gender and class level. This chapter presents the findings from the study that investigated the effects of parent's socio-economic status on the students' academic achievement. The study was carried out from selected secondary schools in Nama Sub County in Mukono District and the focus was on particularly parents, students, teachers, head teachers and the public administrators. The study analyzed the effects of parent's socio economic status on students' academic performance. SPSS was used to calculate the descriptive statistics, the t-test and analysis for major variables like feeding and accommodation and students 'needs. A qualitative analysis was done on key informants and results were presented in frequency tables.

Table 4: Demographic Details of Respondents who were students.

		Frequency	Percentage
Gender	Female	115	56.9%
	Male	86	43.1%
Total		202	100.0%
Academic Level	Five	116	57.4%
	Six	86	42.6%
Total		202	100.0%

Source: survey data, 2009

Table 4 suggests that the majority 115 (56.9%) were female while 87(43.1%) were male. This meant that girl education has been given due consideration since girls were more than the boys in the A 'level section unlike before when boys dominated the whole system of education.

4.2 Section 2: Description of respondents' opinion In relation to the questionnaire items and the interview.

This section describes the responses of the respondents on the item of the questionnaire relating to the objectives of the study. In the questionnaire, the respondents were asked to tick the option that best described their opinion ranging from strongly disagree (SD) to strongly agree (SA)

4.2.1 Respondents' opinion on the academic achievements.

Of the selected secondary schools in Nama sub county, Mukono District. The students' performance was majorly based on the feeding, accommodation and the students' basic needs at home and at school

Table 5: Respondents' views on feeding, accommodation and basic needs in relation to objective one

	Level of agreement or disagreement	Frequency	Percentage
The food served at Home is satisfactory and has a well-balanced diet.	SD	41	20.3%
	D	34	16.8%
	A	23	11.4%
	SA	21	10.4%
The houses at home have enough space, the house is well ventilated and lightening system is good	SD	99	49.0%
	D	44	21.8%
	A	38	18.8%
	SA	21	10.4%
I get all the basic needs I want at home and those needed at school i.e. books, text books, school fees etc	SD	41	20.3%
	D	30	14.9%
	A	17	8.4%
	SA	19	9.4%

Key, SD=Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree

Source: Survey data, 2018

Table 5 suggests that the students were not given satisfactory food at home and the diet was quite poor 41 (20.3%).this means that the students were not having good life at home .still the study also revealed that conditions at home when it came to housing was so poor 99(49.0). this means that the reading environment at home was not conducive for the students and they could not get enough rest due to poor housing. Further still, the study revealed that students do not get enough basic needs they need at home and at school 41 (20.3).implying that even the students who would have performed better have declined since they lack what to use during class time. It should be noted that in an interview with the teachers, it was found out that many students are always sent home for school fees and many of them dodge classes because they lack materials needed by the teacher like graph books, sets, among others

Table 6: students' opinion on academic performance in secondary schools of Nama sub county Mukono district

	Level of agreement or disagreement	Frequency	Percentage
Highly interested in the subject am learning	SD	13	6.4%
	D	11	5.4%
	A	64	31.7%
	SA	114	56.4%
I access a variety of resources which makes classroom exercise easy	SD	71	35.1%
	D	68	33.9%
	A	29	4.4%
	SA	34	6.8%
I am satisfied with my academic performance	SD	79	39%
	D	63	31.2%
	A	37	15.3%
	SA	23	11.4%

Source: survey data, 2018

Table 6 suggests that students were highly interested in learning 114(56.4%). This means that most students knew why they are in school. Still the study revealed that have no access to resources they need to make classroom exercise easy 71(35.1%) and therefore they were not satisfied with their academic performance 79 (39%). However in an interview with the head teachers, it was found out that the resources (Library and Laboratory cannot accommodate all the students at a time they want since it is small. Still also, internet was not available for further research in most school

Table 7: the effects of feeding, accommodation and basic needs on students' academic performance in UACE exams in relation to objective one

	N	Mean	Standard deviation	F	P-value
Poor	80	8.4375	5.52060	8.26	00
Moderate	8	9.8750	5.81715		
Good	62	12.4032	6.07186		
Total	150	10.1533	6.04428		

Survey data, 2018

The results obtained in the table above revealed that students from homes where feeding, accommodation and desired needs was regarded as poor had an average of 8.43 points, where

feeding, accommodation and basic needs was moderate, the average points were 9.87 and where feeding, accommodation and basic needs was good, the average points were 12.4 meaning that different levels of feeding, accommodation and basic needs brings about different levels of academic performance

The third objective was to examine the causes of parents' low socio-economic status in Nama sub-county Mukono district

Table 8: Respondents' opinion on the causes of parents' low socio-economic status in Nama sub-county, Mukono district

	Level of agreement or disagreement	Frequency	Percentage
Illiteracy	SD	27	13.4%
	D	53	26.2%
	A	50	24.8%
	SA	72	35.6%
Laziness and ignorance	SD	47	23.3%
	D	97	48.0%
	A	17	8.4%
	SA	41	20.3%
Family background	SD	66	32.7%
	D	19	9.4%
	A	32	5.8%
	SA	85	42.1%
Others			

Source: survey data, 2018

Table 8 analyzes that illiteracy rates among parents are high 72(35.6%) and therefore could be among the causes of the low socio-economic status of parents since illiteracy lowers the self-esteem of people and also makes work at times hard for some people. The study also revealed that it is not laziness and ignorance that causes the low status.in an interview with some parents; it was found out that most parents are hardworking and have ideas only that they lack funds and skills to put in practice what they want. Further still, the study revealed that the families whose grandparents were rich have maintained the wealth, i.e. the big chunks of land, farms and other family businesses and yet families with poor background have remained poor.

CHAPTER FIVE: DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the major findings, conclusions and recommendations are presented. The discussion conclusions and recommendations are presented in accordance with the objectives of the study

Discussion of the findings

5.2.1. Discussion on the socio-economic status of parents in Nama sub-county

The second objective was aimed at finding out the socio-economic status of parents in Nama sub-county. Like in the previous objective, the socio-economic status of parents also has a profound impact on the academic performance of the students. This was given by a computed value of the F- ratio of 8.26 while corresponding P-value of 0.00 was less than the level of significance alpha 0.05. In homes where the socio-economic status was perceived as being good, the performance of the students was higher compared to the homes whose status was moderate and low. This is in line with Kainuwa and Yusuf's article in Nigeria when they asserted that low parental income can have a huge effect on the psychological state of the child, which in turn can lead to issues such as low concentration, frustration, sickness, emotional disability and low perception and these issues usually lead to poor academic performance. An Australian research study done by Gillian Considine and Gianni Zappala studies the various factors that influence the educational performance of low socio-economic status students suggests that the children's psyche have a large impact on their academics. The research conducted by Considine and Zappala shows that "family, individual and contextual factors" such as gender, absences, ethnicity, parental education, housing type among others have a significant effect on how well students perform in school.

In the study, it was found out that the socio-economic status of parents was low and this has equally contributed to the poor performance of students since their parents cannot provide the basic needs required at home and at school, the feeding and accommodation is also poor

In an interview with some teachers, the study found out that students from rich families perform better than those from poor families due to the fact that these students are given ample time to revise, they always have enough rest and the environment where they stay is conducive, they as well eat a balanced diet .

5.2.2 Discussion on the academic achievements of students in Nama sub-county,

The second objective aimed at finding out the academic achievements of selected secondary school students in Nama sub-county, Mukono District.

The results of the analysis showed that the academic achievement of students was given by a computed value of the F- ratio of 8.26 while corresponding p-value of 0.00 was less than the

level of significance alpha 0.05. In homes where feeding, accommodation and had basic needs, the performance of the students was higher than those homes where feeding, accommodation and presence of basic needs was moderate or low.

The results are in line with Kabanza (1997) who greatly recommended that food, accommodation and the basic needs plays an important role in the learning process, the nutrient value of food should be considered during food selection to avoid nutritional deficiencies and he also added that the rooms or houses where students or children stay must be conducive enough and must have enough space to enhance good rest and revision of the students. All the needs of feeding, accommodation and the basic needs as based on Maslow's hierarchical model can be applied in a home setting where students stay and fully have a profound impact on the wellbeing of the student. This also explains why the Education white paper of 1992 strongly recommended homes and educational institutions to ensure that students' feeding, accommodation and basic needs is well catered for in order to pursue their educational aspirations comfortably (Kajubi 1992)

Teachers' opinion on feeding and academic performance concurred with turner's (1962) idea that a balanced diet is vital in enhancing student's proper growth and learning. This was supported by many parents and teachers during the interview who strongly recommended a balanced diet for students at home and at school. Still in an interview with the administrators, the findings indicated that owing to financial constraints, schools mainly provides posho, beans, rice, sweet potatoes and cassava while meat is served once or a few times in the term to students. This was the same case even at homes where these students reside where food like rice, meat, fish and some fruits are rarely eaten unless it's a special day like Christmas. The results also revealed that schools rarely provide fruits, vegetables, eggs, fish, pumpkin yet such foods help in boosting the brain and immunity of students.

The findings on the academic achievements of students greatly revealed that it was poor since were not well fed, poorly accommodated and lacked most of the basic needs given by Kabanza(1997) in the manual of teachers which indicates that a student is supposed to eat protein foods with calcium, vitamin A, B1, B2, B3 and vitamin C. the study indicate that in most homes and schools where this study was conducted, there was food deficiency and poor accommodation among students a factor likely to affect their academic performance

The findings therefore infer that although all these basics are needed in ensuring people's proper growth and learning, several homes and schools cannot afford to meet this requirement because of increased poverty rates among them

5.2.3. Discussion on the causes of parent's low socio-economic status in Nama Sub-County

The third objective aimed at examining the causes of the low socio-economic status of parents in Nama Sub-County.

In an interview with the parents, the study found out that the illiteracy levels are high among people; this was due to the fact that a few respondents could manage speaking English and most of the respondents were interviewed in the local language (Luganda). Most parents said that the didn't get a chance of sitting in the class room and others stopped in primary levels, those that reached secondary school are very few and they are the ones that can speak the little English. This is one of the profound causes of the low socio-economic status since they cannot hold a better position in the society due to the lack of self-esteem and fear and also cannot acquire a professional job since they don't have any qualification for them and therefore there work is seasonal and temporal.

The study also revealed that not only illiteracy causes the low socio-economic status but also the poor family background. It is true to assert that the families whose wealth was hereditary were richer than families who didn't have any hereditary wealth. Families which had large chunks of land, farms among other properties had succeeded them from their grandparents so their wealth was inborn and these families were highly respected than those that had a poor background. However, other issues though not located in the table for example unfavorable weather conditions, land wrangles among others were mentioned by some respondents

5.3 CONCLUSIONS

From the discussion, the following conclusions were drawn.

1. In homes and schools where feeding, accommodation and basic needs were not well provided, students' performance was poor compared to homes and schools where the above aspects were good.
2. In homes where the socio-economic status was low, the students that resided from those homes were poorly performing compared to students that came well off families.
3. The major cause of low socio-economic status among parents was illiteracy, poor family background among others.

5.4 Recommendations

To change the above trend, the following were recommended;

1. Homes in Nama sub-county should improve on the Diets of their children, accommodation and should also provide basic needs to their children in order to improve on the learning capacity of their children in school.
2. Parents in Nama sub-county should improve on their income earnings by being innovative and creative, they should rely mostly on their inborn wisdom than formal education wisdom and this will reduce job scarcity hence a rise in the socio-economic status.
3. Parents should also endeavor to attend to adult education, where they learn skills of weaving, agriculture among others. The ministry of education and sports should also try to put these opportunities to be grabbed by the illiterate village dwellers in order to reduce on the illiteracy rates in the citizens of Nama sub-county, Mukono District.

5.5 Areas for Further Research

After the study was carried out in Nama sub-county on the effect of parents' socio-economic status on the students' academic achievements, it was further recommended that there is a need to carry out a study on;

How parents can share costs of feeding with the school such that students can access a balanced diet to improve on their academic achievements

A study on the land wrangles in the society

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

QUESTIONNAIRE ON HOW PARENTS' SOCIO-ECONOMIC STATUS AFFECTS STUDENTS' ACADEMIC ACHIEVEMENTS IN SELECTED SECONDARY SCHOOLS OF NAMA SUB-COUNTY, MUKONO DISTRICT

Dear student,

I am a student carrying out a study on the effect of parents' socio-economic status on students' academic achievements. The study is focused on students' performance in relation to feeding, accommodation and basic needs of students at school and at home, socio-economic status of parents and causes of low socio-economic status of parents. I therefore kindly request you to freely respond to all questions in the study questionnaire. All data collected will be treated with high level of utmost confidentiality and will only be used for research purposes.

BIODATA

Use a tick where applicable

Code name of school.....

1. Sex: Female ☐ Male ☐

2. Form.....Five ☐ Six..... ☐

3 Period spent at school

a) Three months

b) Two months

c) One year

d) Two years

A ACADEMIC ACHIEVEMENTS OF STUDENTS IN RELATION TO FEEDING, ACCOMMODATION AND OTHER BASIC NEEDS

Tick where applicable in accordance with the options given and described.

SD-Strongly disagree, D-Disagree, A-Agree, SA-Strongly agree

FEEDING	SD	D	A	SA
1 Food eaten at home has a balanced diet				
2 Food is always served on time				
3 Food served is satisfactory				
ACCOMMODATION	SD	D	A	SA
1 The house at home is well ventilated				
2 The house is well spaced				
3 I have enough rest and the beddings are nice				
OTHER BASIC NEEDS	SD	D	A	SA
1 I get all the basic needs for home and school i.e. sanitary towels, text books, pocket money etc				

ACADEMIC PERFORMANCE

	SD	D	A	SA
1 Highly interested in learning				
2 I access a variety of resources that makes class room exercise easy				
3 I am interested in the subject am doing				
4 The subject am doing will be important to my future				
5 I have a strong of satisfaction with my academic performance				

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS AND TEACHERS

- 1 How many students do you have in every class?
- 2 How many day scholars are in each class?
- 3 How often do they attend classes?
- 4 Do they have all the resources needed for a lesson?
- 5 Do they have lunch at school, if yes, how often do you change the diet?
.....
- 6 What is the performance of day students in exams and class exercises?
.....
- 7 In your view, what are the likely effects of poor feeding, accommodation and lack of basic needs on students' academic performance?
.....
- 8 Since you're a parent too, what do you think is the socio-economic status of parents in the area?
- 9 In your opinion, what are the implications of parents' socio-economic status on students' academic performance?
- 10 What do you think are the causes of parents' low socio-economic status?
.....
- 11 What could be the effects of parents' low status on students' academic performance?
.....
- 11 In your view, what should the school administration do in relation to feeding, accommodation and basic needs to improve on the academic performance of students in day section?.....

Thank you for your time

B Dear parent,

I am a student carrying out a study on the effect of parents' socio-economic status on students' academic achievements. I therefore kindly request you to freely respond to all questions in the study questionnaire. All data collected will be treated with high level of utmost confidentiality and will only be used for research purposes

BIODATA

Use a tick where applicable

1 Sex:

Female ☐ Male ☐

2 Marriage Status:

Married ☐

Divorced ☐

Widowed..... ☐

PARENTS' SOCIO-ECONOMIC STATUS

	SD	D	A	SA
The socio-economic status of parents is low				
The socio-economic status of parents is medium				
The socio-economic status of parents is high				

C.CAUSES OF LOW SOCIO-ECONOMIC STATUS OF PARENTS

	SD	D	A	SA
Illiteracy causes the low socio-economic status of parents				
Family background causes the low socio-economic status of parents				
Laziness and ignorance causes the low socio-economic status of parents				
other factors causes the low socio-economic status of parents				

APPENDIX III: INTERVIEW GUIDE FOR PARENTS

Sex of the parent: Male ☐ Female ☐

- 1 What is your level of education?
 - 2 What kind of job do you do?
 - 3 How much money do you earn?
 - 4 Does the money you earn meet all the home needs?
 - 5 How many school going children do you have?
 - 6 Can you afford providing your child with all the basic needs for home and school?
.....
 - 7 Do you feed your children with a balanced diet?, is the food satisfactory and what is the
space between meals?.
 - 8 In your opinion, what are the implications of poor feeding, accommodation and lack of
basic needs on students' academic
performance?.....
 - 9 What do you think is the socio-economic status of parents in the area?
.....
 - 10 In your opinion, what could be the effects of parents' socio-economic status on students'
academic performance?
 - 11 What could be the causes of low socio-economic status of parents?
.....
 - 12 In your own view, what are some of the implications of low socio-economic status on the
academic performance of students?
- In your own view, what should parents and the local leaders do to improve on the academic
performance of students?

Thank you for your time

APPENDIX IV: INTERVIEW GUIDE FOR DOMESTIC ADMINISTRATORS

1 How long have you worked with this school?

.....

2 What do you think leads to poor performance of students in exams?

.....

3 What do you think are the causes of parents' low socio-economic status?

.....

4 Which efforts have you made to retrieve citizens from the low socio-economic status?

.....

5 As a leader, what do you think should be done to improve on the academic achievements of the students?

.....

Thank you for your time