

**AN INQUIRY INTO THE RELATIONSHIP BETWEEN FAMILY POVERTY AND
POOR ACADEMIC PERFORMANCE OF CHILDREN IN UPE SCHOOLS
A CASE STUDY : HOIMA DISTRICT CENTRAL WARD.**

**BY
KOMUGISA RITAH DIANA
BSW /6449/ 42/DU**

**A RESEARCH REPORT SUBMITTED IN THE PARTIAL FULFILLMENT OF THE
REQUIREMENT OF THE AWARD OF A BACHELOR'S DEGREE IN
SOCIAL WORK AND SOCIAL ADMINISTRATION OF
KAMPALA INTERNATIONAL UNIVERSITY.**

2008

TABLE OF CONTENTS

Table of contents.....	i
List of tables.....	iv
List of figures.....	v
Declaration.....	vi
Approval.....	vii
Acknowledgement.....	viii
Dedication.....	ix
List of abbreviations.....	x
Abstract.....	xi
CHAPTER ONE:	1
INTRODUCTION	1
1.0 Background of the study.....	1
1.1. Statement of the problem.....	3
1.2 Hypothesis.....	4
1.3 Objectives of the study.....	5
1.3.1 General objectives.....	5
1.3.2 Specific objectives.....	5
1.4 The scope of the study	5
1.5 Significance of the study.....	6
1.6 Conceptual frame work.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.0 Concepts of poverty.....	8
2.1 The effects of low socio economic status on academic performance.....	9
2.2 Communications between school and families.....	13
2.3 Teachers' expectation.....	13
2.4 Teacher –pupil interaction.....	13
2.5 Other factors affecting child performance.....	14
2.5.1 Class size.....	14

2.5.2 Treatment of girl child in education.....	15
2.5.3 Sleep deprivation.....	16
2.5.4 Affiliation of teachers.....	16
2.5.5 Lack of relevant knowledge and experience.....	17
2.2.6 Education background of the parents.....	17
2.5.7 Intelligent quotient.....	18
2.6 Strategies to help low income pupils over come their barriers.....	18
2.7 Theories that explain academic gaps.....	19
2.7.1 Deficit theory.....	19
2.7.2 Expectation theory.....	19
2.7.3 Cultural difference theory.....	20
CHAPTER THREE.....	21
RESEARCH METHODOLOGY.....	21
3.0 OVER VIEW OF METHODOLOGY.....	21
3.1 Study area and population.....	21
3.2 Study design.....	21
3.3 Procedure.....	22
3.4 Research instruments (interviews, questionnaires and observations).....	22
3.4.1 Observation	22
3.4.2 Unstructured and structured interview.....	22
3.4.3 Library and internet.....	22
3.4.4 Questionnaires.....	23
3.5 Data processing.....	23
3.6 Data analysis.....	23
CHAPTER FOUR.....	24
PRESENTATION AND ANALYSIS OF FINDINGS.....	24
4.0 Introduction.....	24
4.1 Factors hindering academic performance of children in UPE schools.....	24

4.1.1 Low household income.....	24
4.1.2 Absenteeism	25
4.1.3 Lack of health foods in the diet.....	25
4.1.4 Lack of parents' involvement in children's work	27
4.1.5 Parents' education background	28
4.1.6 Pupil's misbehavior	29
4.2 Other performance factors	29
4.2.1 Gender and achievement.....	29
4.3 Factors affecting UPE child performance other than family poverty	31
4.3.1 Lack of trained teachers.....	31
4.3.3 Children from one parent family	37
4.3.4 Big numbers /big class size.....	39
 CHAPTER FIVE	 41
DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS	41
5.0 Introduction.....	41
5.1 Summary of findings and their relevancy	41
5.2 Recommendations	43
5.3 Conclusions.....	47
GLOSSARY	49
Definition of selected concepts.....	49
 BIBLIOGRAPHY	 50
APPENDIX I: Questionnaire for children.....	52
Appendix II: Questionnaire II for teachers.....	54
Appendix III: Questionnaire for head teachers.....	57
Appendix IV: Questionnaire for inspectors.....	59

LIST OF TABLE

Table 1: Showing key indicators of access and quality primary education.....	3
Table 2: Showing pupil's enrolment.....	4
Table 3: Showing the children feeding habit.....	26
Table 4: Showing the parent's involvement in children's work both at school and at home.....	27
Table 5: Showing the relationship between P.6 parents' education background childrens' school performance in joint district examinations.....	28
Table 6: Showing gender related challenges.....	31
Table 7: Showing the teacher pupil ratio.....	32
Table 8: Showing the impact of low SES of the family on performance.....	32
Table 9: Showing candidates that enrolled for PLE from 2001-2006 in four selected Schools.....	33
Table 10: Showing the performance of pupils in PLE in the Year 2000-2005.....	34
a) Police primary school P.7 performance 2000-2004.....	34
b) Candidates who sat for PLE in Hoima Mixed School.....	35
c) Candidates who sat for PLE in Bwikya Primary School.....	35
Table 11: Showing total enrolment and average class size.....	40

LIST OF FIGURES

Figure 1 : A pie chart showing achievements and challenges according to
gender.....30

Figure 2 : A pie chart showing pupils who stay with or without parents.....38

DECLARATION

I Komugisa Ritah Diana firmly declare that the content of this research is a result of my own findings and to the best of my knowledge and belief it has never been presented in any institution of higher learning for the award of a degree.



.....

Komugisa Ritah Diana

DECLARATION

I Komugisa Ritah Diana firmly declare that the content of this research is a result of my own findings and to the best of my knowledge and belief it has never been presented in any institution of higher learning for the award of a degree.

.....

Komugisa Ritah Diana

APPROVAL

This work has been handed in with the approval of the academic supervisor.

Otanga Rusoke

Dr. Otanga Rusoke

Date.....8-10-2008

ACKNOWLEDGEMENTS

I acknowledge the support of many people whose positive contribution has enabled this research to be a successful one.

I extend my sincere gratitude to my supervisor Dr. Otanga Rusoke who has guided me through out my research finding and again approving my work..

I extend my sincere gratitude to the head teachers of the schools where I conducted my research, inspectors in Hoima town council and the community for helping in providing relevant information.

I also extend my thanks to my mother Mrs. Kamara A. Safinah, sister Birungi Mary Gorret for their continued support both financial and spiritual. I also take this chance to thank the dean of students Kampala International University Madam Muhwezi for the support and encouragement.

DEDICATION

I thank all kinds of people for the sympathy, love, advice and information provided to me while compiling this research.

I dedicate my work to my beloved mother Mrs. Kamara .A. Safinah, my sisters and brothers for their continued effort to bring me up, educate me and give me a bright future

LIST OF ABBREVIATIONS

DHS	Demographic Health Survey
DLGA	District Local Government Administration
EFA	Education Funding Agency
MoES	Ministry of Education and sports department
MPs	Members of Parliament
P	Primary
PLE	Primary Leaving Examination
PTCs	Primary Teachers Colleges
RDC	Resident District Commissioner
SES	Social Economic Status
SFG	School Facilitation Grant
UNEBA	Uganda National Examination Board Act
UPE	Universal Primary Education

ABSTRACT

This study was carried out in central ward UPE school to inquire into the relationship between family poverty and children's poor academic performance. The problems were lack of participation of parents in children's work, single parents family related factors, absenteeism, poor nutrition, inadequate text books, and lack of community participation.

The objective of this study was to determine the extent to which social economic factors affect the performance of pupils in UPE schools and identify if there is a relationship between family poverty and performance of pupils in national exams.

The researcher used questionnaire method to obtain information, interviews from written materials and discussions with the respondents. The key informants were the children, teachers. Head teachers and inspectors of schools.

It was discovered that the basic problem was as a result of low social economic status of the families which involved other related factors that affected children negatively.

The relationship between levels of family poverty, low per capita income and low academic performance in UPE schools were still prominent and 75% of the parents agreed that poverty within families was still high.

Recommendations go to all stakeholders in education to work together and implement government policies to improve the education standards.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

This study attempts to carry out an inquiry into the relationship between family poverty and academic performance of children in universal primary education.

Education a building block of development is one of the most important investments that a country can make. Investment in education contributes to the accumulation of human capital, which is essential for higher incomes and sustained economic growth. To a child, education positively impacts on his/her character, understanding attitudes (mind set) and behaviours in general. In other wards it impacts every aspect of life.

Uganda's expenditure on education is 2.6 % of the Gross National Product (GNP). The ministry of education and sports (MoES) centrally manages the formal education system, which is based on seven years of primary school and six years of secondary school. Vocational, technical, and academic course are offered through post primary and tertiary institutions.

Primary education is supported locally by the district local governments Administration (DLGA), Non Governmental Organizations (NGOs) supplement the efforts of the government, through the provision of educational facilities, resources and teacher training (Uganda Society for disabled children 2003).

In 2003, the education budget took about 24% of the National Budget, up from about 7% in 1990 and 17% in 1994/95 and this year it has gone

up to 18.8%. Primary Education takes most sector funds, which is delivered by the districts. This takes about 65% of the education budget ministry of education and sports (MoES 2005).

Children living under family poverty have severely limited options in relation to their academic choices and other aspects of life. In fact family poverty can best be described as lack of options. UPE School constitutes most of this vulnerable population.

Research indicates that on any school day about 15% of the pupils in UPE schools are absent. Illness is the overwhelming cause (63%). About 16% of pupils miss school in order to work. This rises to 27% among the poorest children. Girls and rural pupils tend to miss schools for work more than boys and urban pupils (demographic health survey on education data 2004)

Universal primary education (UPE) is the provision of basic education to all Ugandan children of primary school going age (6+) the main goals of UPE is to improve the minimum necessary facilities and resources to enable Uganda's children of school going age to enter and remain in school and successfully complete the primary cycle of education. UPE also provides basic education through alternative and non formal approaches to those who cannot access formal schools in the main stream programmes.

The first three years of UPE were challenging from 1997 – 1999. There was tremendous pressure on the education infrastructure. However, the government rapidly developed systems to cope with the influx.

By the year 2001 many of the indicators of quality education such as the pupil to teacher ratio were better than before. In deed, UPE rapidly brought benefits. In the same way, increased enrolment has been UPE's

Most visible success. Before UPE only 60% of 6 to 12 year olds attended primary school. Today, the figure is about 90% (UPE Handbook, 2004)

Table 1: Showing key indicators of access and quality primary education

Indicator	2001	2002	2003	2004
Primary enrolment	6.6m	6.9m	7.3m	7.6m
Gross enrolment	128%	130%	126%	127%
Net enrolment	116%	87%	89%	100.7%
Female share of enrolment	49%	49%	49.2%	49.4%
Pupil/ classroom ratio	98:1	99:1	95:1	94:1
Pupil teacher ratio	65:1	58:1	58:1	58:1

Source; Annual education statistical abstracts

2001/ 03 UBOS National house hold survey.

Despite the governments' effort to invest in UPE by covering fees and providing other related facilities, the improvement in quality indicators is yet to translate to concrete improvement . Statistics also show that the number of pupils per class is relatively bigger than the recommended ratio of at least 40:1 although the enrolment increased from 6.6M in 2001 to 7.6M in 2004. It is difficult to ensure 20% of primary seven enrolments and successfully complete the primary cycle due to social economic status of their families and other related factors that affect their struggle to achieving excellent results in P.L.E examination.

1.1 statement of the problem

In the education system in Uganda, there is evidence that school going children have increased in number and some pupils perform better than others .Furthermore it appear that the pupil who study in schools

where rich parents send their children trend to perform better than pupils who study in poor schools here the poor parents send theirs.

There is a relationship between being poor and coming from a poor family background which affects the pupil's performance and the rich children's background helps them to perform better in national examinations which are done by both the children of the poor and rich background.

Table 2 showing pupil's enrollment

YEAR	2001	2002	2003	2004
enrolment	6,559,013	6900916	7354153	7633314
teachers	110336	127038	139484	145587
schools	12148	12280	13332	13353
repeaters	6350121	655862	774314	1014272
orphans	404987	472203	518940	518940

Source: Galande 2001/ 2003 Education statistics

1.2 Hypothesis

The hypothesis of the study are as follows;

a) Poor performance of children in UPE schools is mostly due to social economic factors.

b) Children who are disadvantaged have different challenges towards achieving quality education from UPE schools as compared to who are not disadvantaged

c) Poor performance in UPE schools is associated with lack of parents and teachers participation in pupils work.

1.3 Objectives of the study

This study was guided by two (2) sets of objectives that is general objectives and specific as put below;

1.3.1 General objective

The general objective of this study was to determine the extent to which family social economic factors affect the performance of pupils in UPE schools in Hoima district.

1.3.2 Specific objectives

The specific objectives of this study are;

- a) To identify the reason as to why there is low performance of pupils in UPE schools in Hoima district
- b) To determine whether there is a relationship between family poverty and performance of pupils in national examination
- c) To determine the gender specific challenges of children living under family poverty in accessing quality education
- d) To make recommendations to stakeholders for improving education services for children living in family poverty

1.4 The scope of the study

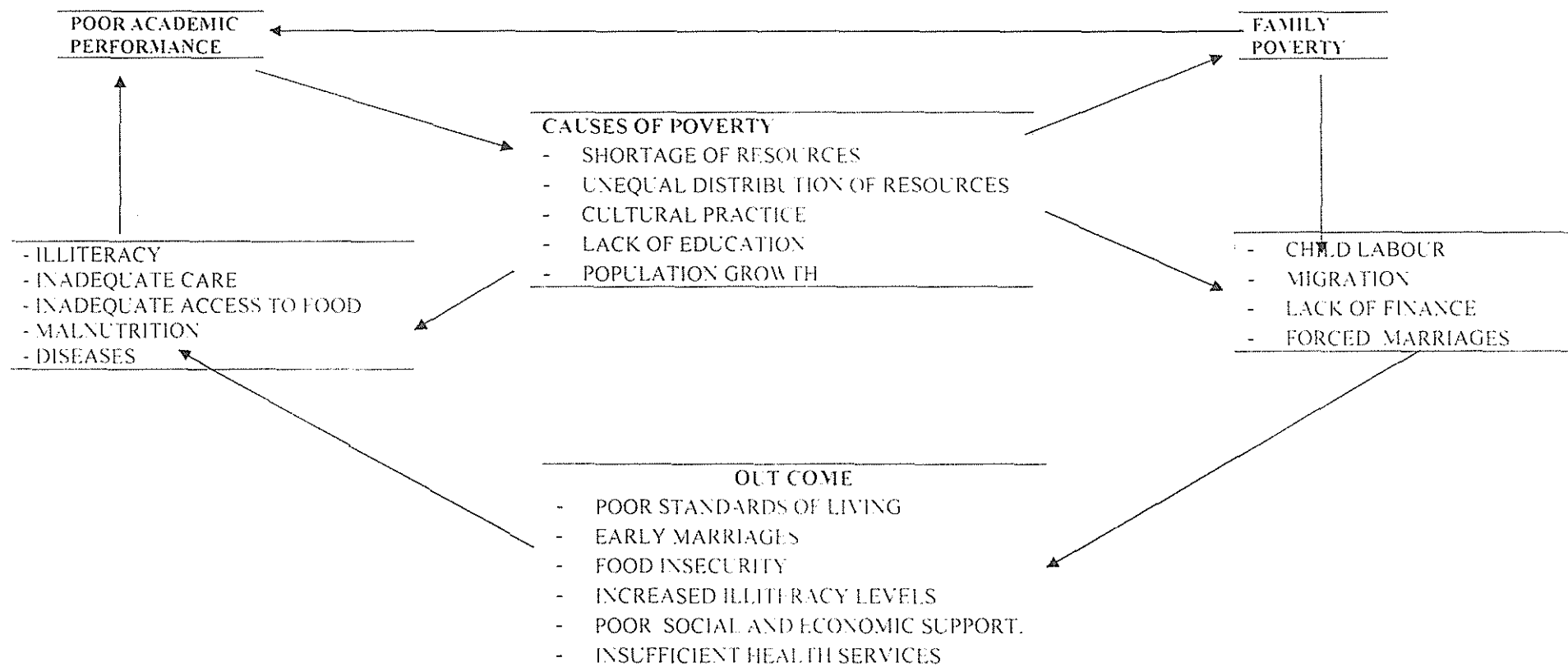
The research was conducted in the primary schools of Hoima district. It included four (4) UPE schools; Bwikya, Hoima Public, Hoima mixed and Police primary schools.

It was confined to the relationship between family poverty [social economic factors in general) and performance. It examined other factors affecting the children' performance and recommendations. The reason for this choice was because the results would be generalized to all other UPE schools in other sub counties within Hoima district.

1.5 Significance of the study

- i) The study was aimed to benefit administrators, curricular implementers and district education officers.
- ii) To identify problems that hinder excellent performance in UPE schools and deal with them accordingly
- iii) It would form a foundation for further research in future as well as helping to narrow the gap about the subject.
- iv) It was aimed to help policy makers understand why there is poor performance hence making appropriate policies that will suit all the social and economic classes. It is a basic requirement for the award of a bachelor's degree at K.J.U.
- v) It would sensitize parents/ guardians and the community on their role in improving UPE efficiency and effectiveness in relation to quality education.

A CONCEPTUAL FRAME WORK SHOWING THE RELATIONSHIP BETWEEN FAMILY POVERTY AND POOR ACADEMIC PERFORMANCE OF CHILDREN IN UPE SCHOOLS



SOURCE: PRIMARY DATA

CHAPTER TWO

LITERATURE REVIEW

2.0 Concepts of poverty

Absolute poverty

Relative poverty

Subjective poverty

Absolute poverty is a situation where poverty is measured using a yardstick known as a poverty line below which poverty begins and above which it ends. It usually judges the basic human needs in terms of resources required to maintain health and physical efficiency. They include quality and amount of food, clothing shelter which are necessary for a healthy life.

Relative poverty is a form of comparison by judging the standards of living according to how members of a particular society perceive it in relation to other individuals. They can establish what they consider to be reasonable standards of living rather than economists determining for them. Different people take different indicators to determine the levels of relative poverty.

Subjective poverty refers to individual's perception of his/her situation. Some people refer to it as good and others as improving. But there is always need to compare the living conditions of the rich and industrialized countries with those of less developed countries.

Most of the pupils regard themselves as poor simply because if it was not poverty they would have not joined UPE schools, and when they compare themselves with others, they lack most of the basic needs like clothing, food, and medical care among others.

Pupils perceive poverty differently. In some situations they do think that when you can afford to go to school, access food, health care, safe water, shelter you are regarded as not being poor but a question arises what type of schools do you go to, and the standard, how many meals do you get a day? Some pupils think they are not poor while other are sad and not happy because of poor conditions in their homesteads. Others lament that if it was not poverty they would be in better schools and even get better meals.

Uganda has put much effort in the promotion of education as a means of investing in economic development, investment in education contributes to the accumulation of human capital, which is essential for higher income and sustained economic growth. To a child, education positively impacts on his or her characters, understanding, attitudes and behaviours.

In contrast, a key element in the development of a life style capable to overcome poverty is educational failure. People who are not educated in schools have little chance of rising above poverty. The cycle of education failure in economically disadvantaged families is about two thirds of what the average children learn. This means that they fall further behind their classmates each successive year in a dangerous downward spiral which often ends in dropping out of schools (Lahely, 2001).

2.1 The effects of low social economic status on academic performance

Children from low income backgrounds have more difficulties in school than their middle socio-economic status counterparts. It will be agreed that schools have not done a good job of educating low income students to overcome the barriers to their achievement (Scott Jone 1995).

Many children in poverty face problems at home and at school that present barriers to their learning at home, they might have parents who do not set standards which are high, some are incapable of reading and some times lack enough money to meet the requirements. They might be malnourished and lie in areas where crime is evident as a way of life (Santrock 2002).

It is agreed that low social economic status can be a powerful factor in educational achievement. But through its influence on family atmosphere the choice of neighborhood and the parents' way of meeting children's academic needs. Children of poor uneducated parents are more likely to experience negative family and school atmosphere associated with stressful events (Papalia 2002).

Rinehart (1978) has it that people from low social economic status families are disadvantaged. He adds that, it causes students to be written off as last causes rather than receive special and effective treatment likely to enable them to succeed at school. The disadvantaged are stereo typed as having values and attitudes contrary to "middle class values" disadvantaged parents do not do anything in particular to impair their children's intellectual development on mental health in any active way.

Typically they mean well, and usually want the same kinds of things for their children that others want. The major difference between them is that disadvantaged parents lack resources and knowledge to enable them to succeed in getting what they want.

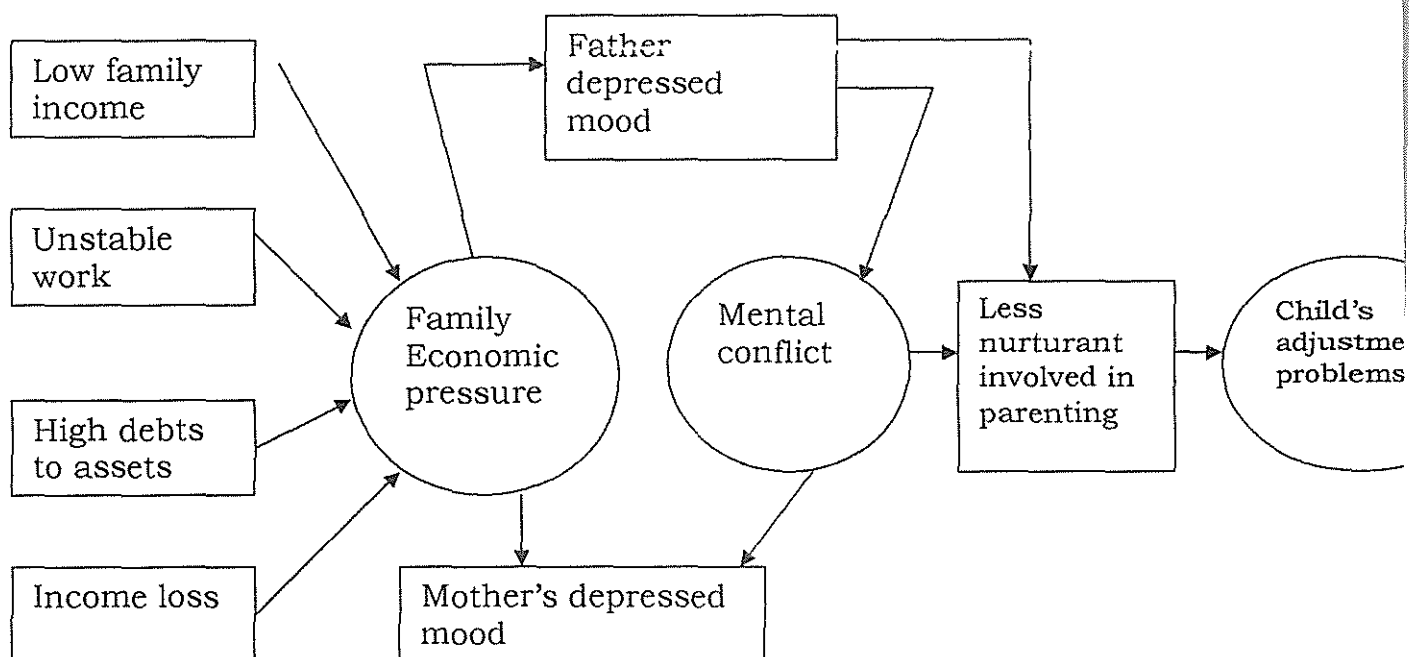
Laura (1994) agrees with Rinehart that SEC of the family has a diverse effect on child's achievement; he adds that when families become so low

in income they slip into poverty, their effective parenting and child development are seriously threatened

In Uganda it is not different; study reveals that slum and rural dwellers and other disadvantaged children in the big towns who are living in poverty cannot compete effectively with their counter parts from well established economically stable families due to related factors (UPE newsletter by ministry of education and sports)

It is because of this that basic education for urban poor area (BEUPA) programme has been introduced for rural dwelling and other disadvantaged children in the town, even though it is in its early stages. It has embarked on a curriculum centering on practical employable skills as well as basic literacy.

He illustrates this with the figure below;



Source; Laura (1994)

Weil (1997) Added that social economic differences are the greatest predictors of success in schools. Parents' education and occupation influence academic achievement and these are directly related with family poverty.

Berk (1994) also aggress that social economic class of the family affects the performance of the children because of the amount of kindergarten a child had in early school days. Children from well established and stable families do better on achievement test and get higher marks in reading and math they are in first grades than those who have attended kindergarten half days or not at all. The amount of kindergarten a child gets depends on the financial status of the family. If they are stable, then the child gets enough and vice versa.

Children in two parents' families do better than those from single-parent who live with a mother or grandmother or fathers alone. Apparently because of economic disparities. However children who live with a mother have better work habit.

Laver (2002), states that 99% of the single parents are women. Nearly 113 of the single parents have obtained or obtaining further education. He adds that single parents have a lower average income than married parent, widowed and divorced. The single parent homes are more likely to be in lower socio economic levels. Their children have more difficulties within the family as well as within themselves, and their outside relationship.

The children from the single parent appear to increase levels of motivation and be competitive in most aspects of life.

There are major causes of poor performance that are associated with socio economic status of the family, communication between schools and families, teachers' expectation and teacher- pupils' interaction.

2.2 Communications between school and families

Many scholars often relate the success of students from long support of parents as well as teachers and school. Involving parents in learning activities with their children at home is one kind of parental involvement that many educators believe is an important aspect of the child's learning. Family researcher and educator concludes that parents of pupils in first grades can play six roles; volunteer, role model, teacher at home, audience, decision maker. These roles are likely to influence parents' behaviours and their children's school work. Also school and community are important. However children from impoverished families miss this opportunity because they do not see any importance

2.3 Teachers expectation

Teachers' expectations for children from low income families are lower than for children from middle income families. A teacher spends less time trying to help a child solve a problem. And may anticipate that a child will get into trouble, the teacher may believe that parents of low income families are not interested in helping their children so they always make fewer efforts to communicate with such children.

Teachers sometimes also respond in a stereotyped way to low income and ethnic minority pupils making them susceptible to negative self fulfilling prophecies. It is vital therefore those teachers understand the values and practices of social and economic class differences in children so that they can adjust learning experience to take account of child's background and negative self fulfilling prophecies which have serious consequences for their performance in school.

2.4 Teacher –pupil interaction

A classroom is a complex social system where interaction takes place each day. Teachers play a central role in this highly social environment

of engaging in as many as 1,000 exchanges with pupils from morning to afternoon (Jackson 1968) on average most teachers' talks convey academic content, and some manage the complex flow of classroom events. Other teachers' statements are evaluative, pupils get feedback about whether their answers are right or wrong and whether their behavior fits with what is expected of them. This is important for academic achievement of the child. Unfortunately this does not favor children from lower class status. Different studies show that teachers in urban areas are from middle class origin and always their orientation is. Consequently, they tend unconsciously to feel closer and more comfortable with children from their own social level. Teachers tend to handle with care children from higher social status and neglect lower status children. The children themselves in school situation put their attitudes toward one another in conformity with a dull social status. Children from higher class families rate those from lower class families as not being good looking as people you would not want to associate with as friends such attitudes obviously are not conducive to the kind of learning which result in social progress hence the interaction between teacher and pupil cannot be pleasant and constructive.

2.5 Other factors affecting child performance other than family poverty

2.5.1 Class size.

Research has showed that there is negative relationship between students' achievement and bigger classes. Less capable students [who do not have a chance to choose their classes or teachers] may not benefit from bigger classes. Their hope for improved performance based upon the assumption that teachers will teach differently, if the class size is reduced. It is believed that in smaller classes both teachers and pupils tend to have more positive attitudes and perceptions than in larger ones.

Pupils learn more in small group situations than in bigger settings because of the following:

- i) Instructions can be geared to the specific need of pupils in the - group.
- ii) Pupils may feel more comfortable to ask questions in small groups. It is most especially for shy or slow groups.
- iii) Pupils may pay more attention and apply tasks among themselves of greater percentage and can perform better under the direct performance and supervision of teachers.
- iv) Instructions can be geared to the specific needs of pupils in the group
- v) Pupils may feel responsible for the completion of the task in small groups.

Most public schools have large numbers which suffocate the ability of disadvantaged children, so only a favored small group can be genuinely active, this retards their academic development.

2.5.2 Treatment of girl child in education

The education system in Uganda like many other social institutions has long been characterized by discrimination in treatment of girls. Girls learning problems are not identified as often as boys and pressure of achievement is mostly heaped on boys than girl.

Although Ugandan government is attempting to address educational inequalities by making UPE compulsory, girls continue to receive less education than boys especially in rural areas. This also contributes to

poor performance of children in UPE schools. However this is common in poor families than rich ones.

2.5.3 Sleep deprivation

Research has found out that sleep deprivation has negative effects on the pupils; lack of sleep negatively affects a child school performance and could be linked to increased risk of emotional problems like depression in children. Sleep deprivation affects children in different ways compared to adults. Research studies into sleep loss and its effects on children include:-

- i) Sleep loss causes a range of schooling problems including naughtness and poor concentration.
- ii) Chronically sleep deprived children are associated with increased risk of disorders such as depression, sleep apnea, nightmare and terrors enuresis.

School children need about ten to nine hours of sleep. study shows that increasing a child's sleep can dramatically improve school performance (better health Chamit 2003)

2.5.4 Affiliation of teachers

Teacher's attribution creates financial problems. About 7% of teachers leave UPE schools every year. Some leave due to sickness, old age, death and abscondment, while others go to teach in private schools for a better job and payment.

Many teachers would rather leave teaching other than teaching in rural areas (MOES planning unit 2000). At the end of primary system children cannot compete in final examinations like their counterparts with stable, competitive teachers.

2.5.5 Lack of relevant knowledge and experience

Lack of relevant knowledge and experience seems to be a key factor affecting quality of the cognitive environment provided in the home. That is children's' cognitive development depends more on the modeling and stimulation they get from their parents than the presence of material possessions.

Parents, who provide a rich cognitive environment, interact with their children and often stimulate their thinking. They label objects and events, explaining causes and relationship, discuss future activities and accompany discipline with instructions. They also answer their children's questions encourage their exploratory efforts and in general provide them with a rich context of meaning with in which to understand and assimilate each new experience. Generally they model intellectual activity and verbal communication in every day activities: Reading newspapers and books for information and pleasure, watching educational programmes as well as pleasurely entertaining television programmes. All the other educational settings positively impacts on the child's performance despite of the economic background.

2.5.6 Education background of the parents

Parents who are not well educated themselves generally will not value the education of their children. This demoralizes their children because no

one seems to care about their school progress. Well educated parents value and expect their children to become even more educated than them, so that they may be in good life. They usually show interest in their children's progress and always collaborate with teachers. They typically volunteer to participate in parents- teachers association which generally leads to good performance.

2.5.7 Intelligent quotient

Intelligent quotient is the most reliable predictors of school achievement and even of pupil potential. It is used to find out what students can do and not as a mechanism to label or to restrict them. They can be useful in promoting decision making that will optimize instructions. However this does not necessarily depend on parents' status but to a bigger extent to genetic and environmental factors. Thus some children from rich families would perform poorly if genetically they have low I.Q levels Rinehart (1972) Grant (1978).

2.6 Strategies to help low income pupils over come their barriers

- i) Mainstreaming education for disadvantaged and those with special needs is the practice of integrating children with special needs into regular classrooms whenever possible, disadvantaged children should be kept in regular classrooms as possible and removed for special assistance only when necessary. This practice keeps children in normal social educational development.
- ii) Encourage students or pupils in perspective talking exercise and activities that help pupils see others. It can improve interclass

relations. This help student's step into the shoes of their peers who are economically different and feel what it is like to be treated in fair or unfair ways.

- iii) Reduce bias; teachers can reduce bias by displaying images of children from low income families, selecting playing materials and classroom activities that encourage cultural understanding. This helps students resist stereotyping and encourage working with parents.

2.7 Theories that explain academic gaps

According to literature and social scientists it has been agreed that some groups perform well in school and some do not. Various reasons have been offered for academic gaps. There are also theories that explain these gaps in academic.

2.7.1 Deficit theory

This theory explains that certain pupils do poorly in schools because of their cultural, social or linguistic backgrounds. It holds the view that poor academic performance is a result of mismatch between group values and schools norms.

2.7.2 Expectation theory

This theory argues that some children do poorly because their teachers do not expect much of pupils from certain social group, class, race, ethnic group. As a result they teach these students or pupils differently. The entire cycle becomes a self-fulfilling prophecy. This theory asserts that teachers' lower expectation of some groups becomes a reality. This

theory was made popular by Roser and Jacobson. It holds that academic performance can be improved if teachers' behavior is modified.

2.7.3 Cultural difference theory

It states that better understanding and communication between home life and life at school can lead to academic success. It argues for better cross cultural understanding. It asserts that academic problems can be overcome if educators study and mediate the cultural gaps separating schools and homes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview of methodology

This chapter outlines the methodology used in selecting the sample, the area and population of the study, data collection techniques and analysis of the research report.

3.1 Study area and population.

The study covered four Universal Primary Education schools (UPIE) in Hoima District, Hoima town council, central ward. The area was chosen because UPIE programme was first started in these school and they have a high enrolment of pupils. This means responses provided the information and the area was accessible and familiar to the researcher.

A total of 20 respondents were targeted per school for a total of 80 respondents (head teachers, teachers and pupils). The focus group discussion involved 15 children from each of the selected schools. Five additional key informants were included from the inspectors of schools, NGOs and PTA leaders. A total of 140 respondents and key informants contributed to this study.

The key informants interviewed included; the inspectors of UPIE schools in Hoima districts, central ward Head teachers from selected school, P7 class teachers, Director of studies in each selected school, parents and children of selected UPIE schools.

3.2 Study Design

Both qualitative and quantitative methodologies were used to authenticate the study and to allow for the collection of detailed

information from the respondents in their workplace and at school for the case of teachers and pupils. Primary data was collected through both structured and unstructured interviews, focus group discussions, and observations national documents were also consulted.

3.3 Procedure

The head teachers, teachers and students under the study filled the questionnaires on spot. The researcher collected the questionnaires immediately and the response data was put together from all respondents of different areas and transformed to statistical data.

3.4 Research instruments (interviews, questionnaires and observations)

The following research instruments were used to gather primary data for this study.

3.4.1 Observation

UPE schools from central ward, Hoima town council were visited to gather data on learning environment and eating habits, socialization and activities children got involved in.

3.4.2 Unstructured and structured interview

Both structured and unstructured interview techniques were used to gather key data from respondents and key informants. The interviews were based on a guide that had a checklist of questions for teachers and inspectors.

3.4.3 Library and internet

The literature sources consulted for this research included documents from the ministry of education and sports, reports from various researchers and text books from different libraries with no exception of internet. These were used to collect secondary data.

3.4.4 Questionnaires

The questionnaires used were both structured and unstructured. During the research they were given to inspectors, children, head teachers.

3.5 Data processing

The data collected was edited with a view of checking completeness and accuracy. The raw data collected was transformed to statistical data. The researcher used tables and graphs to interpret and represent the raw data collected. The researcher used hypothesis based on each category of the questionnaires and for other items, tabulation, pie charts and percentage methods were used for data presentation, analysis and quantification.

3.6 Data analysis

The researcher used both qualitative and quantitative methodologies in order to collect detailed and more accurate data successful from different sources because none of the methods when used exclusively will analyze data successfully.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

The study revealed various factors related to the family social and economic class, community and school, environment that hinder children in UPE Schools from performing well. These factors range from economic, social, cultural to historic.

4.1 Factors hindering academic performance of children in UPE schools

4.1.1 Low household income

The relationship between levels of family poverty, low per capita incomes and low academic performance in UPE schools is still prominent. Over 75% of the respondents agreed that poverty within families is still high, even with the introduction of UPE in the education sector; families with a low household income have difficulties affording the required uniforms, shoes, books and scholastic materials. With out such materials, the children say they can not attend class. A child from Hoima Public school had this to say

“My parents do not have enough money to buy me the school requirements, and without this, I go to school but I don’t attend class because these things are used when studying”

It was found that in slum areas where family poverty levels are quite high and yet most of these UPE schools are in slum areas with very low or no income members of the society. Over 70% of the families whose children are in UPE schools live in these areas. The study revealed that 60% of the families are in very low income strata and survive by various “hand to mouth” trade like hawking, road side mobile retail and petty business.

These are often in constant problems with town authorities. Their problems arise from trading licenses and carrying on business in ungazzeted areas. This portrays social economic instability of the parents/guardians of UPE children and the instability state which cannot assure their children of the future as their academic excellence is concerned.

4.1.2 Absenteeism

The parents/guardians have an impact on schools achievement of their children. Parents who have positive attitudes towards home work and thus help their children in directing them where they find difficulties or reminding them to do it. It motivates their children in taking major responsibility for doing homework. These children have the assurance of having interest in academic work and competing with others due to their parents' interest in their work and occasional helping hand.

The study revealed that on any school day about 17% of pupils are absent. It was found that 27% miss schools because they do not have the school requirements and the scholastic materials like the uniforms, shoes, books , pens, 55% missed because their parented had not paid the "top on" school fees; 8% missed because of sickness and 10% missed school in order to work. This rises to 25% among girls than boys. One girl reported as follows;

"It is my duty to clean up all the utensils before I go to school every day" (a pupil from Bwikya Primary school). Absenteeism among teachers was also found to be a problem on any day; about 4% of teachers are not in classroom. This is mainly due to lack of motivation and negligence.

4.1.3 Lack of health foods in the diet

This lack of healthy foods or even lack of food at all is another key challenge by the children in UPE schools that hinder their performance. The researcher revealed that a good percentage of children lacked

Healthy foods that contain the needed nutrients to sustain growth and enhance their performance and yet some did not even have a chance to eat from school because their parent had not paid for it. As in all these UPE schools (Hoima public, Bwikya primary, Hoima mixed, police primary) parents/guardians must pay 15000/= for lunch and 7000/= for break fast.

The table below shows the affected children in relation to nutrition and feeding habits.

Table 3: Showing the children feeding habit

RESPONSE	frequency	Percentage (%)
Less than 2 meals a day	36	30
Balanced diet	30	25
Eat only at school	12	10
At least 3 meals every day	24	20
Goes without meals sometimes	18	15
Total response	120	100

Source: Field work data

Table 1 above clearly shows the percentage of pupils affected in relation to the healthy diet with only 25% sure of balanced diet and 20% afford three meals (breakfast, lunch and supper) everyday. A total of 55% of the children interviewed of this issue were all being deprived of food. This lowers the level of children's attentiveness because they even lack strength to carry on with studies and boost their level of being attentive. To show effect of this on children, one children, one child said "I really like Saturdays because I eat balanced diet from the project but at home, I am not sure

of even one meal per day” (a child sponsored by compassion international Uganda – Hoima public primary school).

4.1.4 lack of parents’ involvement in children’s work

In all the four schools, a part from police primary, teachers reported that parental involvement is a serious problem with drastic negative effect on the achievements of the school. The study showed that lack of parents’ involvement in academic work of the children has a very negative effect on their children’s performance because they are not motivated and encouraged by their parents. The table below shows the results in relation to this.

Table 4: showing the parent’s involvement in children’s work both at school and at home.

SCHOOLS	FREQUENCY	2002	2003	2004
Enrolment	6,559,013	6900916	7354153	7633314
Teachers	110336	127038	139484	145587
Schools	12148	12280	13332	13353
Repeaters	6350121	655862	774314	1014272
Orphans	404987	472203	518940	518940

Source: Field work data

From the table above (2), it is true there is a relationship between parents’ involvement in children’s work to prove it right, children from police primary school perform very well in final examinations because their parents also offer an upper hand as compared to Hoima mixed where students do poorly simply because their parents are not concerned.

With what they do at school only 35% involvement at school and 20% at home from the sample taken as seen from performance tables.

“For me, whether I do homework or not, no one is bothered at home, they have no time and we only meet on table for supper that I if it is there.”

4.1.5 Parents’ education background

The research proved that children from well-educated background had better performance. However, this varied from school to school. The indicator used here as the type of job done by the parents and their level of involvement in their children’s academic work. From the outcome, the table below shows the education background of parents according to schools and it had a relatively positive effect on their children’s achievements.

Table 5: showing the relationship between P.6 parents’ education background and children’s school performance in joint district examinations.

Schools	Percentage Of Educated Parents	Frequency	Average Performance Of Children
Police Primary	55	100	60
Hoima Public	40	50	40
Bwikya	39	50	45
Hoima Mixed	30	50	49.5
Total percentage And Average Percentage Performance	164	250	194.5

Source: Field work data

The above data was got from primary source through questionnaires and observation. Hence the children were asked on the languages spoken and understood by their parents/ guardians, the head teachers too from

questionnaires were asked on the same , their response was tabulated above. Thereafter, the researcher discussed with the guardians for more data on the same type of activities they were involved in and their views towards their children's performance. The P.6 class teacher provided the data on average performance from questionnaires. From the table above it is clear that there is a relationship between parents' education level and children's performance. In the case of Hoima public fewer parents are educated but still their performance is on average as seen in the records. This may be due to other factors as we will see in the summary and conclusion in chapter 5 of this work.

4.1.6 Pupil's misbehavior

There was a general complain from teachers about pupil's misbehaviour, 70% of the teachers and head teachers reported that student's misbehaviour interfered with their teaching. This type of misbehaviour was named as noise, fighting, failure to accomplish assignment, horse plays among others. This was worse in Hoima mixed school followed by Bwikya primary

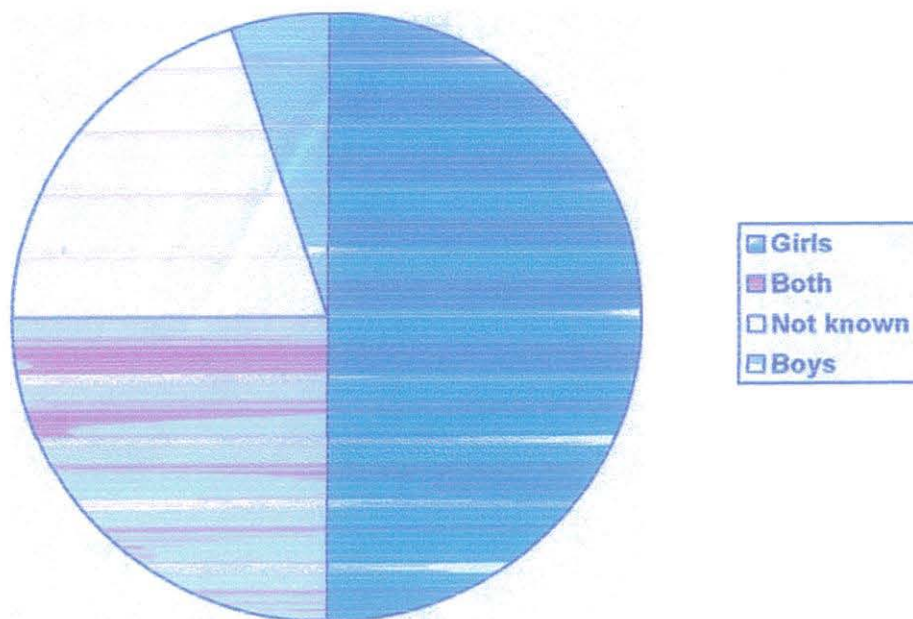
4.2 Other performance factors

4.2.1 Gender and achievement

From this study, it was also apparent that boys and girls from poor families faced different challenges in striving to meet quality education. This is because there are still imbalances that affect the access to services by differences in gender.

Findings from research indicated that even though both boys and girls from poor families faced challenges, the girl child in poor family faced more challenges in trying to achieve quality education. This is barked by the below graph from the findings.

Fig 1: A pie chart showing achievements and challenges according to gender



Source: Fieldwork data

The above graph clearly portrays that girl children in poor families face more challenges in struggle to achieve quality education for better achievement ranging from physical to psychological as compared to their male counterparts even with in the same family and schools.

The reason for these disparities is associated with culture where males are more valued than females.

To back up this mentality, one parents had this to emphasize from Hoima public school

"Priority of education should be given to boys because girls are easily carried away by words and therefore loose their vision as compared to boys" it's better to invest in a boy than a girl"

In the discussion with the parents and girl children, the presented problems were as many as seen below. The gender challenges identified were as summarized below in the table.

Table 6: Showing gender related challenges

Gender challenges	male	percentage	female	Percentage
Over protection	4	16	6	16
Overworking	6	24	8	23
Inferiority complex	6	24	7	18
Child sexual abuse	0	0	2	5
Physiological/ biological process	5	26	8	22
Isolation	4	16	6	16
Total	25	100	37	100

Source: Field work data

4.3 Factors affecting UPE child performance other than family poverty

4.3.1 Lack of trained teachers

The lack of enough trained teachers is another factor that leads to poor performance of children in UPE School as seen from the studies.

The Teacher – pupil ratios in the four selected schools are presented in table 5 as shown below.

Table 7: Showing the teacher pupil ratio.

SCHOOLS	Number of children in class	Teacher pupil ratio
Police Primary	120	1:56
Hoima Public	162	1:49
Bwikya	73	1:48
Hoima Mixed	80	1:57
Average Number And Ratio	108.75	1:60

Source: Field work data

From the questionnaires, the head teachers gave the above data from selected schools with average teacher pupil ratio 1:57 Children cannot receive quality attention as expected though it shows a drastic improvement from 1:60 (DH) to 1:50 in most urban schools. Large numbers strain teachers there by affecting the learning of children. This is also related to big class size as discussed on page 51 of this chapter.

Table 8: Showing the impact of low SES of the family on performance

	Teacher	Parents	Pupil	% Pupils	% Parents	% Teachers	Total Response
Yes	25	30	50	62	62	62	54
No	10	12	30	37	24	11	72
Undecided	11	7	2	2	14	25	41
Total	46	48	82	100	100	100	300

Source: Field work data

From the table above, 178% of the respondents said that there are problems related to social economic status of the family, which affected performance of pupils, 72% said no and 40% were not sure.

Even though 72% of the respondents said low socio economic status has no impact on a child's performance, to a bigger extent it has. Let us see the scenario below. Christine cannot read because she needs spectacles and treatment of rashes, which itch her day and night. Cathy is always absent from school because she has no school uniform. Dickson has never attended coaching because the teacher needs Uganda shs 200 every Saturday. James always sneaks from school due to hunger while vicky's grand mother tells her always to sell sweets by the roadside during school days, so that she may buy English exercise books while Bob cannot get alone to school he is always absent because his aunt cannot get him to school because she is depressed since she lost her job. She missed too much work because she was sick and could not afford medical care.

This clearly shows us the crucial effect of low socio- economic status of the family on academic performance of the child. It negatively affects the parents' ability to provide environmental needs that enhances learning.

Socio economic status itself may not directly affect the family but its effects on family life, which is directly attached to the child

Table 9: showing candidates that enrolled for PLE from 2001- 2006 in four selected schools

SCHOOLS	2001	2002	2003	2004	2005	2006
Police Primary	199	223	237	243	354	397
Hoima Public	48	60	63	80	81	85
Bwikya	15	29	75	66	57	55
Hoima Mixed	10	60	14	25	35	37

Source: Field work data

From the fieldwork data, the enrolment was shown below with police primary leading followed by Hoima public, Bwikya then Hoima mixed.

The reason for this variation may be parents/ guardians' preference to well constructed schools, good neighborhood, performance (table 10) of the school and other beneficial structures like hospitals, good roads and a police barracks is near police school.

From the above table, the number of pupils who enrolled for PLE from 2000-2005 (table 8) has reduced when it comes to those who really sat for examinations and got their results in 2000, they are less by 5, in 2001 by 4, in 2003 by 2 and 2005 by 3. In 2002, all students who enrolled sat for examinations and got their results in police primary while in Hoima pupils 1 out, in 2002 and Bwikya 2 in 2003, and 2004 3 missed

The reason as to why the number as reducing as said to be drop out because of one of the following reasons

- Early pregnancies and marriage in girls
- Death of the students (candidates or the parents/ guardian)
- Fear to face the examinations and sickness
- Failure to meet the social requirements
- Some of the parents did not value the exams and out of their ignorance and their parents/ guardians ignorance. They missed the precious chance.

Table 10: Showing the performance of pupils in PLE in the year 2000-2005

(a) Police primary school P.7 performance 2000 – 2004

GRADE	2001	2002	2003	2004	2005	2006
1st	81	113	190	159	177	193
2nd	101	110	43	76	162	170
3rd	6	1	0	1	7	15
4th	4	5	1	1	5	10
failed	2	0	0	3	2	6
Total	194	229	234	240	352	394

b). Candidates who sat for PLE in Hoima mixed school

GRADE	2001	2002	2003	2004	2005	2006
1st	3	5	15	5	13	20
2nd	4	9	22	25	25	21
3rd	3	8	30	20	20	5
4th	2	4	6	1	7	8
failed	3	3	0	2	7	1
Total	15	25	73	66	53	55

c) Candidates who sat for PLE in Bwikya primary school

GRADE	2001	2002	2003	2004	2005	2006
1st	01	12	19	23	13	20
2nd	38	37	31	47	54	51
3rd	06	07	10	08	06	07
4th	02	05	02	02	02	00
failed	01	00	02	01	06	05
Total	48	60	62	80	51	83

Source: Field work data

From the fieldwork data, there was a big difference in the level of parents who got involved in their children's academic work while at school and at home. Police school parents were the leading with 70% and 65% of involvement at school and at home respectively. These parents frequently communicated with the teachers about their children's work and found a way out from whatever problem that was found. They attended the parents-teachers meetings and helped their children where necessary in doing homework. Also being a day and boarding school, those children in boarding had enough time to concentrate on their academic work as compared to those in only day schools where some did not get time to concentrate with school work as there were some domestic duties to be performed

Another aspect that might have led to the difference in performance is parent's education background and the neighborhood environment. Police primary school had the highest figures of educated parents/guardians with 55% as compared to Hoima mixed which had the lowest with 30%. This might have caused variation in performance in that the educated parents helped their children to do homework, motivated them to study hard, bought for them the scholastic materials which the school cannot afford and frequently had good home-school relation. They also monitored their children's work and movements and being educated, they joined hands with the school for the success of their children unlike in Hoima mixed where few parents did the same.

In the same way, the neighborhood environment might have also contributed much to this variation in performance. Police is located in a more modernized area as compared to Hoima mixed which is in the suburb. This clearly shows that the pupils from Hoima mixed come from low socio-economic status as compared to those of police school and 'Hoima' public who are just in the centre of the town. It was also observed that the community of police school is so caring and concerned about the academic excellence of their children as compared to Hoima mixed and Bwikya where children were found on the way, in playing grounds, eating mangoes during school days. The community closely monitored police school and Hoima public activities as compared to Hoima mixed and Bwikya.

Finally, police school and Hoima Public are located near the police barracks and hospital with good infrastructures. this promoted good well being of the children; morally, mentally, and physically thus even though police school has the biggest number of enrolment of 2585 in 2006 as compared to Bwikya with 470, still children are as well behaved and not easily found out. Their teachers are also committed in their work and

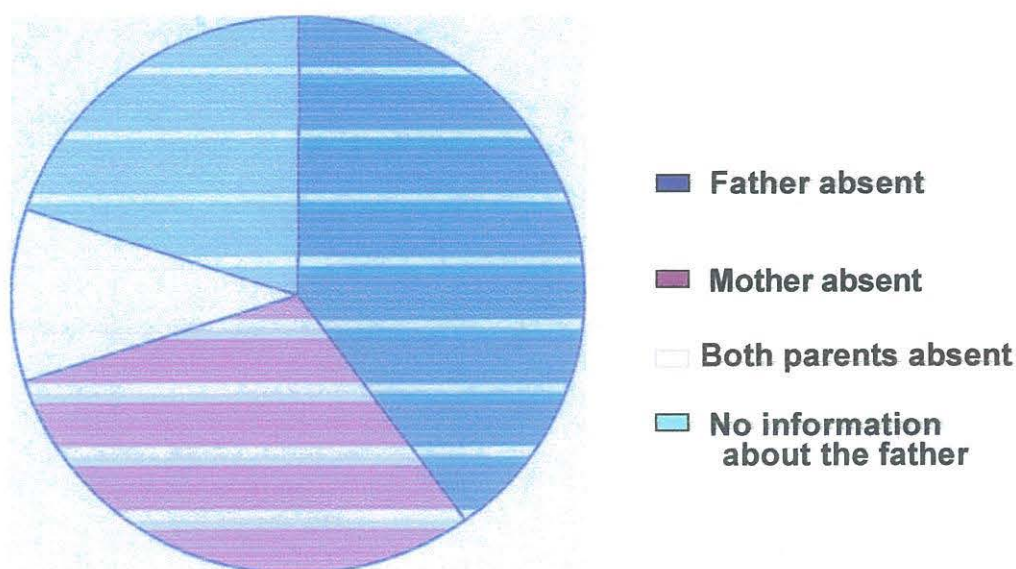
monitored daily by their headteacher as compared to Bwikya where children are always seen out in uniform, and teachers not motivated by the school, parents nor students do effectively perform their duties.

In analysis the results of the three schools from 2001-2006, showed that police school performs well followed by Bwikya and then Hoima mixed. This variation was relatively related to the socio –economic status of the family neighborhood, parents' involvement in children's work and the commitment of both head teachers and teachers towards their work.

4.3.3 Children from one parent family

The research also showed that relatively a good number of children did not live with both parents, a situation directly related to poverty. when teachers were asked to give a comment about these children, 60% of them said these children seemed not to be motivated to do school work, they did their work carelessly and generally did not do well in class and even final exams. They also said that these children had anti-social behaviours unlike those with both parents. They also added that these children looked not scared for especially those who stayed with only their fathers or grand mothers. These can be presented in graph below;

Fig 2: Graph showing pupils who stay with or without parents



Source: Fieldwork data

The phenomenon 1,2,3,4 negatively affects child performance at school 1, 3 and 4 affects the child in that single parents are always prone to socio economic problems which directly affect the child at a tender age. These children under such families always will not get food to eat, afford the school requirements, lack of parental love and care, receive criticism from friends and have questions which always remain unanswered like; who is my father, where is he? What happened and the list goes. These children in most cases feel not loved, not cared for and find difficulties to be socialized easily.

While in phenomenon 2 may not necessarily be under socio-economic problems but they miss motherly and soft heart from their mothers. They are abused with child labour in most cases from their step mothers and

always feel not loved. They are likely to grow up in a very careless way and hostile because that is what they are exposed to at an early age. The phenomenon 1, 2, 3, and 4 negatively impacts on child's performance.

4.3.4 Big numbers /big class size

From the studies, the teachers claimed that there was a negative relationship between big class size and the performance of the students. when teachers were asked whether the big numbers affect their work, understanding of what is in UPE schools and finally performance, they gave the related factors which do not favour big numbers as shown below;

- i) Students with special are not catered for, teachers only move with just learners, slow learners needs are ignored
- ii) It is difficult to manage and maintain discipline in big classes
- iii) Pupils receive more generalized other than individualized instructions which hampers effective learning
- iv) It is difficult to monitor closely the work of individual students and offer help where necessary.

The teachers reported that the above problems could be corrected by recruiting more teachers, construction of more class rooms, reducing teacher pupil ratio, increasing scholastic materials and increasing teachers' salaries and allowance to stop teachers from running to well paying private schools or other jobs.

The table below shows the total enrolment in four selected schools and average class size.

Table 11: Showing total enrolment and average class size

SCHOOLS	Total enrolment	Average number of students in a class
Police Primary	2485	200
Hoima Public	1399	80
Bwikya	800	70
Hoima Mixed	999	75
Total Enrolment And Average Class Size	5:683	106

Source: Field work research

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The study was aimed to carry out an inquiry into the relationship between family poverty and poor academic performance of children in UPE schools in Hoima district central ward. This chapter highlights the findings of this study, makes the conclusions and also draws recommendations that can be adopted in order to improve the performance of children in UPE schools living under family poverty.

5.1 Summary of findings and their relevance.

This section summarizes the findings of factors related to social economic status in the family that affect academic performance of children in UPE schools. According to the findings, the social economic status factors identified were outlined as children absenteeism from school, lack of healthy diet, lack of parent involvement in children's work, poor relationship between teachers and parents, parents' education background, one parent family and big classes.

Other than family SES, there were also other factors that hindered children from performing well and these included gender related factors, lack of enough trained teachers, difficulties in speaking English and inadequate community contribution.

The findings also indicate that there is a direct relationship between parents SES and children performance due to failure to meet all the support socially, psychologically and material support for children which is necessary for creating an academic competitive environment. It is agreed that low social economic status can be a powerful factor in educational achievement.

However, through its influence on family atmosphere, the choice of neighborhood and the parents' way of meeting children's academic needs. Children of poor uneducated parents are more likely to experience negative family and school atmosphere associated with stressful events (Papalia)

Rinehart has it that people from low social economic status families are disadvantaged. He adds that it causes students to be written off as last causes rather than receive special and effective treatment likely to enable them to succeed at school. The disadvantaged are stereotyped as having values and attitudes contrary to "middle class values." Disadvantaged parents do not do anything in particular to impair their children's intellectual development on mental health in any active way.

Laura agrees with Rinehart that SES of the family has adverse effects on a child's achievements; he adds that when families become so low in income, they slip into poverty ., their effective parenting and child development are seriously threatened.

Lastly, it was found that better performance of children in UPE schools lies in the effort of their parents, school staff and the community. The government should also appreciate the efforts of teachers and put them into consideration. Basing on findings, UPE is not fully implemented because a big percentage of parents cannot afford to pay the amount necessary to keep their children in school through out the seven years in primary education. This raises a big question as to whether there is free education for the real poor (poor of the poorest) and whether there is hope for them in the near future.

5.2 Conclusions

Basing on the case study of central ward, Hoima district, it has been found out that performance of children in UPE schools has been mostly deterred by combination of economic, social and institutional factors. While many initiatives have been directed towards helping the poor like basing education for urban poor areas (BEUPA), still there is no positive impact that has been manifested on ground. Many children from low house hold income are still suffering, their basic needs not being met especially the poor of the poorest. It has been found also that most of the little money that is asked for even though most of them have also failed. Economic factors therefore affect children's performance because their needs are not met to favor them compete academically like their friends from middle class families.

Institutional factors are not exceptional, although there are some initiative towards education for all; there is still a lot to be done. The poor quality of teachers, lack of enough instructional and learning materials and curriculum inadequacies that impinge the performance of UPE schools and mostly children from poor families who have no alternative.

Socially, the negative societal attitudes have not been transformed even with many initiatives that come to increase enrolment, persistent and improved performances in primary schools. The society has not totally reformed. Still it has limited girl child from being competitive academically through assigning them a lot of domestic chores, demoralizing them, giving them less priority and the list goes.

Basing on the findings of this study, family poverty has really contributed a lot towards poor performances of UPE schools especially those in slummy areas. This is there fore to request all stakeholders as they put in to consideration institutional factors , to give social economic factors an upper hand for UPE schools to meet the goals it was meant to and also to effectively play their roles for efficiency and effectiveness of UPE system.

5.3 Recommendations

The purpose of this study was to carry out an inquiry into the relationship between family poverty and poor academic performance of children in UPE schools. From the discussions, the researcher came up with the recommendations as possible remedies to improve the performance of pupils.

GOVERNMENT

- There is need for sensitizing all the key players and making them aware of their roles and responsibilities as UPE system is concerned. These include members of parliament (MPs), District leaders , the resident district commissioner (RDCs) Chief Administrative Officer (CAO), local authorities, sub county chief, town council education department, town council inspectors, foundation bodies, school management committee, head teachers, parents, guardians, community, NGOs, mass media and pupils. This is because there is a big gap between what UPE was meant to be and what it is . The key players should all be aware of their roles and responsibilities to meet the great goals of UPE of quality education. Other wise, most of the children will go to school and complete their primary before getting the necessity that would enable them be fruitful citizens.
- The government should fully implement UPE policies for it to meet its objective. The government under UPE should provide requirements

especially to parents who are living below poverty line to remove disparities and irregularities in the community because these children are performers but just disadvantaged there fore can not compete to maximum

- UPE funds should be utilized to benefit much more children who come from the poor of the poorest in the society who should be identified by the community it self, and be given equal chances to compete for their academic excellence. In the same way, there is need to increase teacher's salaries, increase numbers of teachers and motivate them in their work..
- There is need to move towards community managed schools. These reforms will give parents, teaching staff and head teachers greater power over decisions regarding the staffing and educational methods to be used in UPE schools. This will bring the improvement in the quality of education hence good performance.
- There is need for the government to introduce and implement a career guidance and counseling department in UPE schools to provide information and guidance to pupils for optimum performance within the school system and life out side school.
- The government should recruit and retain high quality teachers by putting in place attractive terms and conditions of service for teachers.
- The government should improve the quality of teachers who are already in the field but not qualified through the primary teacher training college (PTCs) and through the teacher's development and management systems (TDMS)

Members of Parliament

- There is need for MPs to mobilize the community to participate in the construction of enough class rooms, sending children to school and retaining them there.
- There is need for MPs to monitor and ensure that there is proper utilization of capitation grants and materials by head teachers, educational committees and districts for the benefit of the children's education.
- There is need for MPs to ensure that UPE beneficiaries know their rights and ensure that the implemented policies on UPE are manifested on ground.
- The pupils should attend school regularly and study diligently all subjects according to syllabus and as guided by the teachers. Girls should compete with boys without having the inferiority complex belief.
- They should portray good image of the school, participate in community work and also inform parents / guardians about school activities.

Non government organizations

- Should sensitize the communities about the need for gender balance and equal development in all aspects of life and to provide a conducive environment for academic competition for both girls and boys through giving them equal chances. One reason for suffering and poverty is that our society teaches that there are genetic differences in aptitude that are related to gender and gender roles. NGOs should continuously educate the communities about the need to drop this discriminatory view and quickly embrace equality.
- NGOs should come in and support the children whose needs are not being met because of their family's poverty. However, they should give priority first to the most poor in the community.

- NGOs should also put up an upper hand in visiting schools to monitor the effectiveness and efficiency of the implementation of programs initiated by them and ensure that these are carried out transparently according to national plans.
- They should carry out their field observation on the implementation of policies known to the local and national education authorities for national integration and better planning.
- The society should be informed by NGOs about the need for gender balance, for equal development in all aspects of life to facilitate conducive environment for academic competition of both boys and girls through giving them equal chances. That there are genetic differences in aptitude that are related to gender. The society should seriously be educated about the need to drop this view for equality.

Community

- The community needs to understand the importance of education, the value of gender balance and their role in enhancing good performance of children. This will make the community to invest in competitive members who will take care of tomorrow's economy.
- There is need for the community to promote positive discipline for school children both within and out side school and to monitor school personnel regarding the use of positive disciplinary measures (no corporal punishments.)
- The community should contribute ideas, time and energy towards the improvement of the teaching and learning programs.
- The community as a whole should be sensitized about the importance of education, gender balance and their role in enhancing good performance of

children. This will make the society to invest in competitive members who will take care of tomorrow's economy or else there is no hope for tomorrow.

Parents / guardians

- There is need for parents / guardians to ensure that they meet basic child survival requirements; feeding, hygiene, medical care, shelter and clothing. If they cannot afford, they should seek help from NGOs, community and inform the school management about their economic status for the betterment of their children.
- The parents should support children's learning at school and home through monitoring of the child's school attendance and performance , developing good relationship with teachers who focus on pupil's performance, active participation in the activities of the Parents, Teachers Association (PTA). Transporting or escorting the children to and from school, actively participating in sports days, science games, music, concerts and other child performed events.
- Parents should also provide basic child nurturing and support, preparing the child to attend school, providing conducive academic environment at home, inducing discipline, scheduling child's responsibilities justly in such a way that girl child is not over loaded while boys are left idle and also in a manner that does not interfere with their school responsibilities.
- There is need to sensitize all the parents/ guardians of school going children because they seem to lack knowledge about their role in contributing towards academic achievement of their children and also educate them on how they can motivate their children to be performers despite of the social economic status.

GLOSSARY

Definition of selected concepts

A child: any person under the age of eighteen years.

Culture: The behavioral patterns, beliefs, and all other products of group that are passed from one generation to another

Education: is the transfer of accumulated knowledge from one generation to another and it prepares the young people to participate in development.

Intelligence: is the ability to learn or understand or deal with new or trying situations

Learning: is a form of growth or change in a person which is manifested as a new mode or patterns of behavior. This change shows itself as a skill, a habit, an attitude, an understanding as a knowledge or appreciation.

School: is a formal institution designed to transmit knowledge and skills which children need to become productive members of society

Social class: a group of people who think of themselves as belonging to the same level and who generally are willing to associate ultimately with one another.

Universal primary education: a government programme providing free primary education to all Ugandan children.

BIBLIOGRAPHY

1. Bellamy C (1990) The State of The World's Children 1999 Education
New York UNICEF
2. Demographic Health Survey (DHS, 2003)
3. Education Strategy Investment Plan (1997-2004); Hand Book.
4. Enhancing UPE A Stake Holders Handbook (2004)
5. Farant J.S 1982 Principle and Practice Of Education
6. Feldman, S, Robert (1996) "Understanding Psychology" Mcgraw Hill
Com 4th Edition United States America.
7. Kajubi (2003), Education Review Report.
8. Kohn (1974) The Exploring Child A Hand Book For Pre Primary
Teachers.
9. Kuppsamy B. (1996) "Child Behavior and Development" Third Revised
Edition.
10. Labely B. Benjamin (2001)"Psychology" An Introduction ; Mcgraw
Hill, New York America
11. Lauer H. Robert and C. Jeanette (2002) "Marriage And Family"; "The
Quest For Intimacy" Fourth Edition
12. Laura E. Berk (1999) Child Development 3rd Edition

13. Laver Benjamin (2002) An Introduction to psychology 3rd Edition.
14. MoES (1997) The Education White Paper; Education For National Integration and Development; Education Whitepaper, Kampala.
15. Papalia E. Diana (2002), A Child's word; Infancy through Adolescence.
16. Rinehart, Winston (1979) Education psychology A Realistic Approach Holt Inc.
17. Santrock W, John (1994) (2001), Child Development 6th And 9th Edition Mc Graw –Hill.
18. Schaefar T, Richard (2001) "Sociology" 7th Edition Mcgraw Hill.
19. Ssekamwa J.C (2000) Skills and Techniques in School Administration; School Of Education, Makerere University
20. The New Vision (2005) Monday's Education Vision.
21. Uganda National Examination Board Act (2003) UPE's Stakeholders Handbook (1999)
22. Weil Joyce (1997) Models of Teaching; Eastern Economy Edition

LETTER OF REQUEST

Dear Sir/Madam

You are kindly requested to participate in this study to help carry out an inquiry into the relationship between family poverty and poor academic performance of children in UPE in Hoima District.

Your information shall be treated confidential and it shall only be used for the purpose of the study.

APPENDIX I: Questionnaire for children

Sex ☐

Age ☐

1. Occupation of the parents or guardian

- a) Teacher ☐ b) Farmer ☐ c) House wife ☐
d) Police officer ☐

2. Do you get time to do your home work

- a) Yes ☐ b) No ☐ c) It depends ☐

3. At what time do you do your home work

.....

4. What type of lighting system do you use at home

- Electricity ☐ b) Tin lamp/chinned ☐ c) Others ☐

5. Whom do you stay with

- a) Both parents ☐ b) Mother ☐ c) father ☐
d) Guardian ☐
e) Others specify

6. Do they help you do your home work

- a) No ☐ b) Yes ☐

7. How far is your home from school
- a) 100 meters ☐ b) 1kilometer ☐ c) 3kms ☐
- d) 1 ½ km ☐
8. How many times do you eat per day
- a) Once ☐ b) Twice ☐ c) 3 times ☐ d) None ☐
9. Which food do you mostly eat home
- a) Matooke and beans ☐ b) Posho and meat ☐
- c) Millet and beans ☐ d) Cassava ☐
10. Which subjects do you like most? Tick the answer
- a) Math ☐ b) Science ☐ c) Social studies ☐
- d) English ☐ e) Non of them ☐
11. How many times do you come to school in a week
- a) Every day ☐ b) Twice ☐ c) Once ☐
- d) Non of these ☐
12. What are the reasons that make you not to come everyday
- a) Distance ☐ b) Lack of money ☐
- c) No food for lunch and school fees ☐ d) Others specify ☐
13. Do you like your teachers
- a) Yes ☐ No ☐
- Give reasons for the above
-
-
14. What do you think should be done to help you to perform better at school
-

LETTER OF REQUEST

Dear Sir/Madam

You are kindly requested to participate in this study to help carry out an inquiry into the relationship between family poverty and poor academic performance of children in UPE in Hoima District.

Your information shall be treated confidential and it shall only be used for the purpose of the study.

Appendix II: Questionnaire II for teachers

Tick the answer or fill in the blank space where necessary school

Name of the teacher

Sex.....

Number of pupils in your class

Boys.....

Girls.....

1. Do you concentrate to your work as a teacher

a) Yes ☐ b) No ☐

2. Are there problems affecting pupils performance

a) Yes ☐ b) No ☐

3. Do your pupils attend class regularly

a) Yes b) No

4. If no what are some of the reasons as to why pupils miss class

.....
.....

5. Do parents get time to visit and monitor day to day activities of their children
a) Yes ☐ b) No ☐
6. If yes , what is your relationship with parents
.....
7. What percentage of parents get involved in their children's performance
.....
8. What percentage of parents has good relationship with you as a teacher and is concerned with their children?
.....
9. Do you think socio, economic status of parents have any effect on their children's performance?
a) Yes ☐ b) No ☐
10. Give reasons for your answer in 6 (a) above
.....
.....
.....
11. How is the performance of pupils under UPE in your school
.....
.....
12. State your views on how to improve performance of children in UPE schools.

.....
.....
13. In case you hear that 70% of pupils in UPE have failed what you would you say?

- i. They were not well taught ☐
- ii. Socio-economic factors related to the family ☐
- iii. Exams were difficult ☐
- iv. All the above ☐

LETTER OF REQUEST

Dear Sir/Madam

You are kindly requested to participate in this study to help carry out an inquiry into the relationship between family poverty and poor academic performance of children in UPE in Hoima District.

Your information shall be treated confidential and it shall only be used for the purpose of the study.

Appendix III: Questionnaire for head teachers

Tick the answers or fill in the blank spaces

School

Total Enrollment 2004

Teacher / pupil ratio

Name of head teacher

Number of learners this year 2007 in P.7

Boys

Girls

1) How many times do you supervise you teachers during their work?

a) Daily ☐ b) Weekly ☐ c) Occasionally ☐

2) Are there problems affecting the performance of learners?

a) Yes ☐ b) No ☐

b) Give reasons for your answer above

.....
.....

- 3) What can be done to improve performance in UPE schools in your own view

.....

.....

.....

- 4) Do parents support their children to meet the basic school requirements?

a) No ☐ b) Yes ☐

b) What percentage of parents attends PTA meeting when you have them

5. How many pupils sat for PLE in the following year

2003 ☐

2004 ☐

2005 ☐

2060 ☐

6. How many candidates passed in PLE in the following years?

Grade	2003	2004	2005	2006
1 st				
2 nd				
3 rd				
4 th				
Failed				
Total				

LETTER OF REQUEST

Dear Sir/Madam

You are kindly requested to participate in this study to help carry out an inquiry into the relationship between family poverty and poor academic performance of children in UPE in Hoima District.

Your information shall be treated confidential and it shall only be used for the purpose of the study.

Appendix IV: Questionnaire for inspectors

Name of inspector

Sex a) Male ☐ b) Female ☐

1. How many times do you inspect the UPE schools in central ward?

2a) Are you satisfied with teachers work

Yes ☐ No ☐

b) Give reasons for your answer

i)

ii)

iii)

iv)

3. How many children passed in PLE in the following years?

Grade	2003	2004	2005	2006
1 st				
2 nd				
3 rd				
4 th				
Failed				
Total				

4. What is the cause of poor performance in the examination at both county and district level.

.....

.....

.....

5) What can be done in order to improve on children's performance in central ward?

.....

.....

.....