

**THE EFFECTS OF SOCIO-ECONOMIC STATUS ON THE  
STUDENTS ACADEMIC ACHIEVEMENTS IN SELECTED  
SECONDARY SCHOOLS IN BUWAMA DIVISION  
MPIGI, DISTRICT**

**BY**

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## DECLARATION

"I MUNDA VICTOR;..... Hereby declare that this report is my original work arrived at through reading and research. And has not been published or submitted to any university or higher institution of learning for any academic award".

Signed .....

Date 24/09/08......

## APPROVAL

This report has been submitted for examination with my approval as the supervisor.

Name of supervisor:.....*Rev. Olupot EBEKELE - E.*.....

Sign:..........

Date.....*24<sup>th</sup> / 09 / 08.*.....

### **DEDICATION**

This research report is dedicated to my beloved wife Maturu Jane ,and dear children Ayikoru sherry, Mundua Sharon , my beloved mother Asenduru Rose , and my diector Mr. Kasobya Joseph and my sisters and brothers who supported and tolerated all inconveniences caused during my studies.

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Thanks to God who has sustained me through.

### ABSTRACT

Generally the researcher set out to collect the data findings on “The effects of socio-economic status on the student’s academic achievements in selected secondary schools in Buwama division Mpigi district Uganda.”

Objectively the study aimed at finding out the effects of socio-economic status on the student’s academic achievements in selected secondary schools in Buwama division in Mpigi district Uganda. This has been done with the help of quantitative and qualitative research methods. The following were highlighted as being the main effects of socio- economic status that affects academic performance of students in secondary schools.

Poor health that leads physical inability to work, Poor planning, poor administration and Mobilization, High dependency ratios, Low rate of savings High poverty and increasing, unemployment, Unfair trade terms or lack of market for agric products, Uneconomic achievements and income inequality, Home-family environment, Value and attitude towards achievements, Uneconomic achievements and income inequality

These effects have much more resulted from causes because there cannot exist the effects without their causes. We must therefore note that the effects of socio-economic status are more of negative effects as opposed to positive ones.

The following are possible solutions towards these effects of social economic status.

The government, should provide capital inform of loans after proper sensitization. Borrowed loans should be used to generate the income and at the same time to eradicate socio economic effects among the people living in Buwama subdivision in Mpigi district, Uganda

We can now successfully conclude that the effects of social economic status on the student’s academic achievements are several but the researcher decided specifically to deal on those major effects resulted from the causes. But the question to be continuously researched on in future is that of availing enough resourceful information concerning this aspect so as to avoid the scarcity of resources to finance education, another one is how to continue addressing the challenges of those victims who once were affected with effects of socio-economic status. The challenge at the moment is how to help those students from low income homes. Another one is how might the teacher help a school of a kind to improve on the academic performance, lastly is how to ensure that the students become more positive about their chances for

succeeding in school and later in life? Generally these effects have not only affected the mentioned students in the sampled secondary schools above but also other secondary schools in other parts of the country Uganda.

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## **CHAPTER ONE**

### **1.0 INTRODUCTION**

The researcher has already finished investigating into “the effects of socio-economic status on the student’s academic achievements in Buwama secondary school in Buwama division Mpigi district Uganda.”

### **1.1 BACKGROUND OF THE STUDY**

In 1940s W.Lloyd Warner and his colleagues used four main variables like occupation, education, income, and housing to value or classify the international socio-economic status of families in five groups namely. Upper class, upper middle, lower middle, upper lower class and lower class. This understanding was viewed on a wider scope especially in American countries.

Today this terms have been localized and widely used among the working class but despite of the success of many working class students ,there are not enough available opportunities –either educational, social or economic –to overcome the disadvantages of the class which accommanedates many students his thought has affected low achieving poverty schools which are still disproportionately likely to remain very low in socio-economic status.

Studies have shown that although, students in rural areas perform very well still are affected with socio-economic status tend to affected their academic performance and later restrict their employment opportunities

The challenge at the moment is how to help those students from low income homes

Another one is how might the teacher help a school of such kind to improve on the academic performance.

Lastly is how to ensure that the students become more positive about their chances for succeeding in school and later in life? These challenges also affect most of the students on African continent especially in Uganda..

According to Ornstein and Levine(2003)outlined the following reasons for low achievements:-students home and family environments,heredity,low income, race and

ethnicity, peer pressure, students behavioral patterns, students with low social economic status, poverty problem.

It is upon this fact that the researcher would like to find out the socio-economic status and how they have affected the academic achievements of the students in Buwama division in Mpigi district Uganda

Internationally the effects of social –economic status is also reflected to a large extent in that it is essentially important for if there would be any improvement in economic and social status of the people on the international world .

Given the fact that there is higher economic imbalances and social constraints status that have now and then undermined the progress of the academic achievements some studies with poor economic status and social backgrounds.

## **1.2 STATEMENT OF THE PROBLEM**

Generally the problem of the effects of socio-economic status on academic performance of students is complex and it is rooted not only in small scope but rather world wide in that re -distribution of international resources has one way another affected the people in low developing countries which always depend on foreign aid that is to say their economy is independence ,dependence and it has actually affected some outstanding institutions like education

The areas that have seriously suffered from these effects are those from regions but above all the local areas where income arrives lately and if not unreliable at the moment many students are and have dropped out of schools especially those in the secondary and yet they would be studying .this therefore has raised the urgency of the researcher to investigate into the problem of the effects of social economic status prevailing in Buwama division in Mpigi district in Uganda and these effects have affected negatively the student's academic performance in the secondary schools.

## **1.3 GENERAL OBJECTIVES**

The main objective of the study is to find out how socio-economic status of the people living in Buwama has affected the student's achievements in the secondary school of Buwama division

### **1.3.1 SPECIFIC OBJECTIVES**

- I. To find out the students' attitudes, reactions and response towards those who are rich and poor students.
- ii. To assess the performance or achievements of poor and the rich students.
- iii. To find out whether economic social status of an individual can affect one's general performance at school.
- iv. To give contribution towards the effects of social –economic status in relation to the student's academic performance.
- v. To give recommendations and tentative solutions towards the social-economic status of both poor and rich students in the secondary school in Buwama division mpigi district, Uganda.

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

The study would help the ministry of education and other stakeholders on how to deal with socio-economic status of both the students from rich or poor background.

The research is important in that it has come up with sensitization programmes on family social-economic backgrounds.

New knowledge, contributions and recommendations towards the problem of social-economic status would have been arrived at.

The findings would be consulted for future reference.

### **1.5 STATEMENT OF HYPOTHESIS**

- i. Poor family environment has no influence on students' academic achievements  
lower incomes of parents can not influence higher academic achievements of their children in school
- ii. Poverty created by increased populations due to no family planning practices does not affect students' academic achievements in school
- iii. Social problems like political instabilities, clan conflicts and parents' lower job status do not affect students' higher academic attainments

iv           The socio-economic status has hardly contributed towards low academic achievements among the students in Buwama division.

So the above hypothesis is completed since the researcher has finished visiting the fields and analyzed the data collected successfully.

## **1.6 OPERATIONAL DEFINITION OF TERMS**

Social-Relative ranking of individuals according to economic social and occupational prestige and power.

Economic-Relative ranking of individuals in terms of income, assets and possessions.

Status-refer to difference between social groups in the social honour or prestige they are accorded by others.

Wealth-All assets the individuals own (stocks, shares, savings and property such as land or home

Family-Group of individuals related to one another by blood ties, marriage or adoption.

Achievement-Are both positive and negative success

Income-payment usually derived from wages, salaries or investments.

Secondary school-Apost elementary school such as middle school or a junior high school.

## **1.7 SCOPE OF THE STUDY**

The study concentrated specifically on the socio-economic status on the student's academic achievements. The research was conducted in Buwama secondary schools in Buwama division, Kampala district, Uganda. Buwama as the area of interest because Buwama division experiences socio-economic status hindering the academic performance of the students to the large extend.

The target group was students within Buwama division especially those who could have been studying in Buwama secondary for the past 1 years that is from 2007-2007 respectively. This has been chosen in that the researcher has been comfortable to cover and come up with well researched data findings.

During research findings however, the researcher also included the following respondents; secondary teachers, headmasters within Buwama division, government officials, parents, other students from some other sampled schools as following.

The researcher sampled or selected the above institutions of learning or respondents and informants using both simple random sampling and stratified sampling. This was chosen because it' was more valid and appropriate for researcher to use.

The scope of the study aimed at 200 total population including students and those who will contribute during data finding or data collection.

.The study hopes that the above scope has provided effectively and sufficiently for the boundary of the research in terms of investigation, content, sample, size, time frame, and theoretical coverage. This scope of the study has been expanded on as time went on.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

Apart from both systematic and scientific procedures of research. The researcher has supported the arguments with some written literature though the researcher foresaw the likelihood of the resources. Still the following provided the tentative and effective detailed analysis to the study of socio-economic school status on the student's academic achievements in secondary school.

#### **2.1 LITERATURE REVIEW**

##### **2.2 LOW EXPENDITURE ON EDUCATION**

According to Coleman (1966) reported that approximately 600000 students at more than 400 schools expected it to show that low achievement among students with low social economic status was due to low expenditure on their education.

##### **2.3 DIVISION IN WORKING CLASSES**

Coleman (1996) again reported that achievement was highly related to student's social economic background and that schools with high proportions of working class and under class students generally were not as well funded as middle class schools.

While for David L (1978) argued that "rare opportunity and change, students' personal social economic background and schools may affect their academic achievements" He continues to say many readers incorrectly interpreted the data to mean that schools cannot improve the performance of economically disadvantaged

Christopher Jenk (1972) after examined a great deal of data and his colleagues reached the following conclusions "school achievements depends substantially on students fairly characteristics that the schools accomplish relatively little in terms of reducing its achievement gap between students with higher and lower socio economic status and that family background accounts for nearly half the variation in occupational status and between 15% and 35% of the variation in earnings. It therefore challenges the academic

achievements of students but again this does not mean that students from low-income families will be unsuccessful with diverse socio economic background.

Marlane (1988) stated that “although students with low socio economic status tend to perform poorly. In school and later have restricted employment opportunities, a substantial proportion of working class children and some from families living in poverty do eventually attain middle class status”

He continues to note that despite the success of many working class students, there are not enough available opportunities, educational, social or economic to overcome the disadvantages of the underclass “like children who attend low-achieving poverty schools low in socioeconomic status”

Annette (1987) cited out that “As education increasingly determines socio economic status and mobility school attendance and graduation constitute a kind of dividing some between those who are likely to attain high socio economic status and those who are not”

“Much analysis in critical pedagogy have been referred to as resistance theory; which attempts to explain why some students with low socio economic status refuse to conform to school expectations and do not comply with the demands of their teachers. (Robert1998)

## **2.4 HIGH POVERTY AND INCREASING POPULATION**

According to Linda Darling(2000)cited out that “in the case of high poverty schools in big cities research indicates that students from low income families tend to have teachers who are less well prepared for teaching their subjects and less experienced than middle class. It is therefore a challenge to those students from low-income and working class homes”

Kennett Eells (2000) stated that “Race, ethnicityy and socio economic status affect academic achievements, of many students”

## **2.5 UNECONOMIC ACHIEVEMENTS AND INCOME INEQUALITY**

Susan (2000), cited out that “the income inequality and economic achievements of many students is that some families suffer from economic group which brings about income inequality and that leads to automatically economic segregation that have affected the students academic achievements”

Kahlenberg (2000), also commented that socio economic integration among the students, parents can affect negatively their academic performance and achievements”

## **2.6 DIFFERENCES IN TEACHER AND STUDENTS CULTURAL BACKGROUND**

Ricordo.D.(1997)reported that “differences in teacher and student background like cultural language, differences indialect,may make it difficult for teachers to communicate effectively with their students hence affecting the students achievement”

Charles .M. (1984), reported that teachers who question their students learning potential are likely to work and achieve academic excellence while others may work poorly to achieve a low a achievement due to social economic status”

## **2.7 HOME AND FAMILY ENVIRONMENT**

J.Mcvicker (1967) argued that “the importance of the home and family environment which at times is hostile indicate that academic achievements of students are similarly affected”

## **2.8 VALUE AND ATTITUDES TOWARDS ACADEMIC ACHIEVEMENTS**

According to John Newson (1976)stated that, “values and attitudes towards academic achievements of many students from lower socio economic background are at a disadvantage because their socialization appears to emphasize obedience and conformity whereas middle class families tend to tress dependent learning and self directed thinking” This in itself may affect academic performance of the students.

## 2.9 THE RELATIONSHIP BETWEEN SCHOOL SUCCESS AND SOCIO ECONOMIC SUCCESS

D. Stanley, Eitzen & Maxine Baca Zinn (2002) reported that;

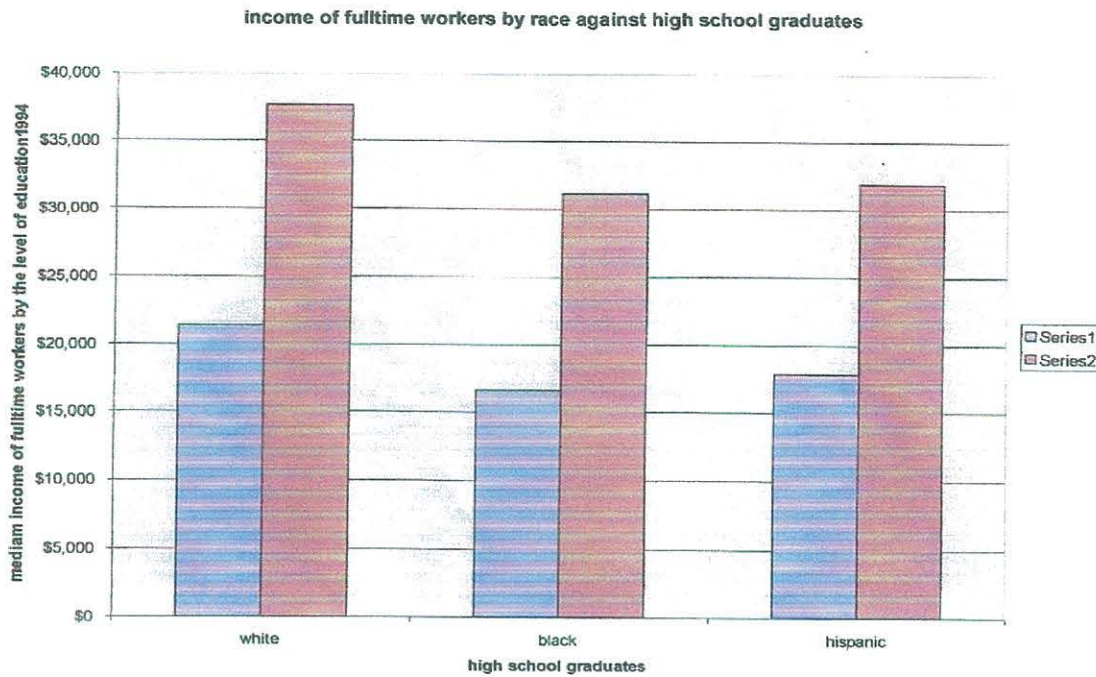
The evidence that educational performance is linked to socio economic background is clear and irrefutable. The advantage of children of the relatively affluent over those of the poor are enormous as seen in the following illustration from a study by the Carnegie council on children.

Jimmy is a second grader. He pays attention in school and enjoys it. School records show he is reading slightly above grade level and has slightly better than average I.Q. Bobby is a second grader in school across town. He also enjoys school and his test scores are quite similar to Jimmy's. Bobby is a safe bet to enter college (more than four times as likely as Jimmy) and a good bet to complete it at least twelve times as likely as Jimmy.

Bobby will at least have four years more schooling than Jimmy. He is twenty seven times as likely as Jimmy to land a job which by his late forties will pay him an income in the top tenth of all incomes. Jimmy has one chance in eight of earning a medium income.

These odds are the arithmetic of inequality in America. Bobby is a soon of a successful lawyer whose annual salary puts him well within the top 10 percent of the united states income distribution in 1976. Jimmy's father who did not complete high school works from time to time as a messenger and a custodian assistant. his earnings put him in the bottom 10 percent (Kempton, 1979:8-9).

## INCOME OF FULL TIME WORKERS BY RACE



## Key

Blue represents high school graduates from poor families  
 Maroon represents high school graduates from affluent families

The research of Bowles and Gintis also makes the point that socio economic background determines how much education one receives. They found that people in the lower 10 per cent in socio economic back ground with the same average I.Q scores as possible as people in the highest 10 percent will receive an average of 4.9 fewer years of education (Bowles and Gintis 1976:1)

Christopher Jenks and his associates have added to the work of Bowler and Gintis providing the most current and methodologically analysis of the determinants of up word mobility in their book "Who gets ahead?" (Jenks et al 1979). Among their findings is that educational attainment especially graduation from collage is very important for

later success but it is not so much what one earns in school as obtaining of credentials that counts. Most important the probability of high educational attainment is closely tied to family back ground.

Inequality in education also occurs along racial lines (which is closely related to socio economical status).in 1995 for example 93 percent of young adult whites compared with 83 percent of African American adults and 57 percent of Latin adults (children defense fund 1998:48). The racial disparity increase s for collage graduates and for those with advanced degrees.

The Coleman report and analysis of all third, sixth, and twelfth grade pupils in 4000 schools noted that Whites surpass blacks in various achievement areas and that the gaps increase the longer they remain in school(Coleman et al1996).Clearly the school is to blame, for in no instance is the initial gap narrowed.

More over, the increasing gaps are under stated, because there is a greater tendency for people of lowest aptitude among the minority groups to drop out of school.

William Ryan has summarized the situation as follows

The school is better prepared for the middle class child than for the lower class child. Indeed we could be tempted to say further that the school experience is tailored for and stacked in favor of the middle class child. The cause and effect relationship between the lack of skills and experiences found among the lower class children and the conditions of lower class life has yet to be delineated. So far, explanations of this relationship have been, at best, sketchy and have, at best, sketchy and have been based on casual observation we know poor and middle class children exhibit certain differences in styles of talking and thinking, but we do not know yet why and how their differences occur.

We know however these differences are really differences in style rather than ability are not handicaps or disabilities (unlike barriers to learning such as poor vision, middle brain damage, emotional disturbances or orthopedic handicap). They do represent in

adequate preparation for the reality of the modern urban school. They are in no sense, cultural or intellectual defects (Ryan 1976:35-36).

How is the education system stacked in favor of the middle and upper class children and against children from the lower classes? At least four interrelated factors explain why the education system tends to reinforce social, economic status differentials in the United States finances, curriculum, segregation and personnel.

### **Finances**

Some have argued that money spent per pupil in a district is not related to educational performance. Bob Chase president of the National Education Association argues the opposite, while acknowledging that money alone will not suffice.

Money matters because books matter, smaller classes matter, and one to one interaction between teacher and students matter. Generations of wealthy families who have sent their children to expensive private prep schools have long understood the importance of money in education. The crucial point is this: You need money to create excellent school (Chase 1997:20).

Though not a guarantee of educational equality, if schools spent approximately the same amount of money per pupil, they would take a significant step towards meeting that goal. This has not been accomplished nation wide, because wealthier states are able to pay much more per pupil than poorer states. The top spending states for example, invest more than double the amount per pupil than those states spending the least. Because the federal government provides only 7 percent of the money for public schools, equalization from state to state is impossible as long as the states vary in wealth and commitment to public education.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

The main purpose of this chapter is to outline clearly the methods to be used during data collection, and data analysis before is presented; Research Design, Instruments of data collection, study procedures, sample selection, population description, methods of data analysis, limitations and validation of research instruments.

#### **3.2 RESEARCH DESIGN**

The research will be descriptive in nature. That is to say, both qualitative and quantitative research methods will be used. With Qualitative research method the researcher will describes data which will be quantitatively presented whereas quantitative research methods it will involve numerical analysis which will be applied respectively during data presentation and analysis.

#### **3.3 RESEARCH INSTRUMENTS**

The data findings were collected using participatory observation, interview guide and questionnaire schedules with the assistance of some of the selected research assistants.

##### **i. Structured administered Questionnaires**

With this the researcher has designed a brief and concise Questions in the form of close ended and open-ended Questions.

Using open-ended Questions the researcher extracted information or responses especially from the respondents.

Closed ended Questionnaires which take less time in filling have been used minimally.

The Questions ranged from 25-30 and have four sections each section required to be filled by different sampled respondents.

##### **ii. Non observational approach.**

The tool of observation approach was also used by the researcher whereby the Head masters and Heads of school department were requested for permission so that researcher observes the attitudes, socio-economic status of the people within or outside the school compound, or in the field of research with these therefore, the researcher was at a distance and did not participate directly in the activity but rather critically and keenly observed the reactions, interests, level of participation and behavior or altitude among both rich and poor students

All in the entire Questionnaire was carefully and systematically formulated and there after it was analyzed, tabulated and eventually presented appropriately.

The sample population completed the Questionnaires by filling the blank space, ticking, the appropriate Box, or scale rating them, using a dependent or indecent or extractions variables. Like very good, satisfactory some how true, not sure, very poor, age, status, and many others.

### **iii.Interview Guide**

The direct oral interview or face to face interviews were conducted through open-ended and closed ended approach.

This instrument was directed to parents and some other respondents who can not write or read and may have enough and clear information on the socio-economic status of students in relation to their academic achievements in Buwama secondary school in Buwama division MpigiUganda.

## **3.4 VALIDITY & RELIABILITY OF INSTRUMENTS**

The Research instruments had been under the process of Assessment during construction of Questionnaires and interview Guide. They were measured to be suitable to the respondents, yielding to objectives, hypothesis and researched problem of the study sufficiently.

It was greatly done by research experts, research assistants, & expert teachers and instructions were also found reliable to the content, grammar, and sentence construction which have given expected results. Pilot study also proved the research validity and reliability

## **3.5 POPULATION DESCRIPTION**

The researcher also directed the investigations towards all the students in Buwama secondary and people living in Buwama division in Mpigi district Uganda. That is from 2004-2008 without any period of interruptions at all.

The researcher also considered some other important respondents and informants during data collection. All in all the sample selection of the population was being 200 people which included all selected and sampled respondents and informants The Sampled population however is a companied by the targeted population within the scope mentioned above.

## **3.5 SAMPLE SELECTION**

The Researcher used simple random sampling to select respondents and this included simple random sampling and stratified sampling traits. The researcher divided the targeted population in groups according to gender, age, and classes.

Finally the researcher also collected and extracted the information using systematic sampling. Whereby the area and population sampled was about 200 people all these were from different four schools in within Buwama division in Mpigi distret

The targeted population was selected using same simple random sampling.

### **3.6 STUDY PROCEDURE**

The Researcher got a letter of introduction from the office of Director ICDS that was presented to the respondents and informants to be responsible in giving the information.

After which the researcher collected the Questionnaires back to be analysed, so as to prove the research hypothesis, statement, and the general objectives.

The Researcher used both direct, oral Questions and structured open and closed ended Questions. Interviews were used more frequently than participatory observational schedules

Finally the researcher interpreted the data findings systematically and scientifically and thereafter the researched findings have been generalized accordingly.

### **3.7 METHODS OF DATA ANALYSIS**

The Researcher used Qualitative analysis and introspective analysis whereby thoughts, feelings, motives reactions, have been examined.

During data presentation and analysis, the researcher has strictly used the following frequency distribution, measurement, and many others like data presentation, graphs, pie charts, simple Bars, and percentages respectively.

Answers from respondents and informants have given the first priority and interpreted according to the requirements of the objectives, statement of the problem, and the Hypothesis.

The Data was also analyzed descriptively depending on the variables on exraneneuos, independent and depended variables.

Graphical display like charts, histograms may explain the frequency distribution of the phenomenon of the schools also been used

### **3.8 LIMITATION OF THE STUDY**

The Researcher faced the following problems during the data collection;

1. Cultural differences between the respondents and the researcher which lead to miss interpretation of data.
2. The resource materials have been very scarce.

3. Financial costs in terms of transport and facilitation of research project were limited and expensive to afford.
4. The topic appeared to be very sensitive among the students and other victims who once were affected with socio-economic status and this led to biasness of information among others.
5. The Researcher experienced the danger of associating with persons who had been rejected by the community members as result of socio-economic status

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.1 INTRODUCTION**

The researcher would like to analyse and present the findings collected from the fields especially regarding on the effects of social economic status on the students academic achievements in the secondary school of Buwama in Mpigi district in Uganda.

During presentation and analysis the researcher used qualitative and quantitative research methods whereby percentages, frequency distribution, graphs, pie charts and histograms to some extent would be applied.

The Researcher also has used Qualitative analysis and introspective analysis whereby thoughts, feelings, motives reactions, have been examined systematically and scientifically.

During data presentation and data analysis, the researcher has strictly used the following frequency distribution, measurements, and many others like graphs, pie charts, simple Bars, and percentages had been applied respectively but not all these have been cited frequently in the presentations in that some among these have been omitted.

Answers from respondents and informants have been already given the first priority and interpreted according to the requirements of the objectives, statement of the problem, and the Hypotheses.

The Data was also analyzed descriptively depending on the variables.

Graphical display like charts, histograms could explain the frequency distribution of the phenomenon in the schools.

Qualitatively the researcher has also presented the information using descriptive dependent and independent variables.

#### 4. DATA ANALYSIS AND PRESENTATION

Total population of respondents200	No. of people interviewed	No. respondents with yes	%	No. of respondents with NO	%-	Not sure	%
Extended family, low expenditure on Education-High population	30	20	67	5	16	5	19
Low income, division in working classes, political insecurity	20	20	100	0	0	0	0
High poverty and increasing ,unemployment	10	6	60	2	20	2	20
Poor health that leads physical inability to work	20	15	50	4	20	1	5
Lack of resources and income inadequacy achievements	10	8	80	2	20	0	0
High illiteracy levels	20	14	70	3	15	3	15
Poor planning, poor administration and Mobilization	15	5	35	5	33	5	33
High dependency ratios	10	7	70	0	0	3	30
Theoretical education	10	6	60	2	20	2	20
Low rate of savings	10	8	80	1	10	1	10
Break down of families	25	20	80	4	16	1	6
Unfair trade terms or lack of market for agric products	0	0	0	0	0	0	0
Uneconomic achievements and income inequality	10	5	50	3	30	2	20
Home-family environment	20	15	75	2	10	3	15

### **4.3 SCHOOL FAILURE VERSUS SUCCESSES**

Refocusing on the effects of socio economic status to the students academic achievements of students in the secondary schools are:

Levine (1994) cited out the following that “some students from poor social economic status resume as working class students and coupled with studies of course they end up failing in schools and that giving opportunity to the middle class students to academically excel”.

He continues to note that an accurate portrayal of the relationships between social class and achievement lies somewhere between the revisionists and traditional views whereby some schools do not totally perpetuate the existing social class structure into the next generations.

But schools also do not provide opportunity to break the sufficient pattern in which a great many students working class students perform at predictably low level.

Its unfortunate that many students attend schools which are already economically disadvantaged children coupled with mixed social class status in which teaching and learning conditions are somewhat not conducive to high performance.

Some had a myth that status of their parents have totally frozen their academic achievements since they come from the lowest social class backgrounds do not progress beyond the status of their parents.

### **4.4 EFFECT OF STUDENTS HOME FAMILY ENVIRONMENT**

San Francisco Cordo (1998) outlined the following as some of the effects of social economic status on student's academic achievements namely; students home and family environments do not adequately enough prepare them well for success in the traditional school.

Effects of generic considerations that is, heredity, may interact with environment in some cases to further or hamper achievements.

Similarly traditionally organized and operated schools have not prevented effective education for economically disadvantaged students.

50% of (50) respondents agreed and 25% of the respondents disagreed while 25% (25) of the respondents were not sure of the subject interviewed upon.

Some other informants agreed that many problems in the schools like inappropriate curriculum, and instruction, lack of previous success in school, difficult teaching conditions of students, differences in teacher and students backgrounds, teachers perceptions of students, inadequacy ,ineffective homogeneous grouping over large classes, peer pressure and incompatibility between classroom expectations and students behavioral patterns have limited their academic achievements.

Some 40% of the respondents agreed that some students from low socio economic status refuse to conform to school expectations and do not comply with the demands of their teachers.

#### **4.7 EFFECT OF LOW EXPENDITURE ON EDUCATION**

Generally on the aspect of low expenditure on education, 67% (20) of the respondents agreed that its one of the effects that has affected the academic achievements of many students in the secondary schools while 16% (5) disagreed that it may have not affect the students at all but again of these some respondents 16%(5) declared that they were not sure whether this had had a negative effects on the students performance.

But according to Coleman (1966) reported and confirmed that truly low expenditure on student's education affects their academic achievements.

Some other effects were cited out like large extended family and high population leaves the students academic achievements affected in that parents may spend a lot on such extended family than getting quality education to their students.

Similarly he still reported that approximately 600000 students at more than 400 schools expected it to show that low achievement among students with low social economic status was due to low expenditure on their education.

### 4.3 EFFECT OF DIVISION OF WORKING CLASSES

Interviewed upon this aspect many of the respondents 100% (20) all agreed that surely division in working classes coupled with some effects of socio economic status like, low income, and political instability are some of those which have actually hindered and defected the academic progress of secondary students in Buwama secondary school.

Further more some respondents agreed that due to political instability student's academic socio economic status has been affected in that some parents of the students put under imprisonment and or detention without trial and this affects their academic achievement of many students in terms of getting school fees.

Coleman(1996)again reported that achievements was highly related to student's social economic background and that schools with high proportions of working class and under class students generally were not as well funded as middle class schools.

While for David L (1978) argued that "rare opportunity and change, students' personal social economic background and schools may affect their academic achievements" He continues to say many readers incorrectly interpreted the data to mean that schools cannot improve the performance of economically disadvantaged

Christopher Jenk (1972) examined a great deal of data and his colleagues reached the following conclusions "school achievements depends substantially on students fairly characteristics that the schools accomplish relatively little in terms of reducing its achievement gap between students with higher and lower socio economic status and that family background accounts for nearly half the variation in occupational status and between 15% and 35% of the variation in earnings.

It therefore challenges the academic achievements of students but again this does not mean that students from low-income families will be unsuccessful with diverse socio economic background.

Marlane (1988) stated that “although students with low socio economic status tend to perform poorly. In school and later have restricted employment opportunities, a substantial proportion of working class children and some from families living in poverty do eventually attain middle class status”

He continues to note that despite the success of many working class students, there are not enough available opportunities, educational, social or economic to overcome the disadvantages of the underclass “like children who attend low-achieving poverty schools low in socioeconomic status”

Annette (1987) cited out that “As education increasingly determines socio economic status and mobility school attendance and graduation constitute a kind of dividing some between those who are likely to attain high socio economic status and those who are not”

“Much analysis in critical pedagogy have been referred to as resistance theory; which attempts to explain why some students with low socio economic status refuse to conform to school expectations and do not comply with the demands of their teachers.(Robert1998)

#### **4.4 EFFECTS OF HIGH POVERTY INFLUENCE AND POPULATION**

During the interview, some 60% (6) out of 40% agreed that high poverty coupled with the increasing population without family planning structures have led to high population growth whereby most of the parents have a number of children who are not studying or dropouts due to the above factors.

Also 20% (2) of the respondents disagreed that it's because of laziness of some parents who do not work hard and value education and the structure of planning for their children that is why they academically achieve less than to their expectations.

According to Linda Darling(2000)cited out that “in the case of high poverty schools in big cities research indicates that students from low income families tend to have teachers who are less well prepared for teaching their subjects and less experienced than middle class its therefore challenge those students from low-income and working class students” Kennett Eells (2000) stated that “Race, ethnicity and socio economic status affect academic achievements, of many students”

Similarly 20% others confirmed that they hardly knew the existence of such aspects in that for them there are hardly affected and neither have they ever seen one in such situations of high poverty, partly from the growing population which they believed to have no any effect on academic achievements of many students at all.

When it came on the question of unemployment all unanimously agreed that it has really affected many students’ performance and achievements. This is because some may report late to school due to delayed payments or unemployment.

#### **4.4.1 UNECONOMIC ACHIEVEMENTS AND INEQUALITY AS AN EFFECT**

About 80% of the respondents accepted that some parents with some of their children do not come from the wealthy families or homes and that some come from extremely well off homes and others from poor families living in economic gap of between the poor and the rich and this had created big difference in the students academic achievements in that those studying in very good schools definitely won’t be compared to those in remote studying ones.

But others (20%) (2) Of respondents disagreed with no clear reason that income inequity and uneconomic income of some parents may not be reasons as to why students achieve low in academics leaving 0% of those who are not sure of this fact.

But others (20%) (2) of the respondents disagreed with no clear reason that income inaccuracy and uneconomic income may not be a reason as why students achieve low in academics leaving 0% of those who are not sure.

It was also observed that lack of enough resources among the parents has to some extent contributed to low academic achievements among the secondary schools in the secondary schools of Buwama in Mpigi district.

Susan (2000), cited out that “the income inequality and economic achievements of many students in that some families suffer from economic group which brings about income inequality and that leads to automatically economic segregation that have affected the students academic achievements”

Kahlenberg (2000), also commented that socio economic integration among the students, parents can affect negatively their academic performance and achievements”

#### **4.5 EFFECT FROM HOME AND FAMLIY ENVIRONMENT**

About 75% (15) of the respondents agreed that the students don't achieve much from school due to home and family environment giving the reason that some parents do mistreat their children and that others are hostile creating the unconducive environment for academic progress.

On the other side some 10% out of (15) of the respondents disagreed that some students are very disobedient, disloyal and actually stubborn and failing by themselves from excelling academically while 15% (3) confessed that they had never heard of this effect against students academic achievements.

J.Mcvicker (1967) argued that “the importance of the home and family environment which at times is hostile indicate that academic achievements of students are similarly affected”

##### **4.5.1 EFFECT RESULTED FROM VALUES AND ATTITUDES TOWARDS ACADEMIC ACHIEVEMENTS**

During the research findings it was strongly emphasized by 33% (10) of respondents that some students actually fail to value academic achievements and others have completely developed a negative attitude towards entering at school in that they have replaced education with their business as opposed to academic achievements.

While 10% of the respondents (33) also equally were dissatisfied that students are not affected by views and attitudes in that its from this that achievements can also be realized in business and others think they have failed to excel academically or achieve much there is need for them to try elsewhere.

Surprisingly again 33% (10) professed that they are not well informed on such effects whether they affect academic achievement of students.

According to John Newson (1976)stated that, “values and attitudes towards academic achievements of many students from lower socio economic background are at a disadvantage because their socialization appears to emphasize obedience and conformity whereas middle class families tend to tress dependent learning and self directed thinking” This in itself may affect academic performance

#### **4.6 EFFECT OF BREAKDOWN OF FAMILIES.**

Many responses were collected from various respondents among which 80% (20) supported it strongly that its unfortunate that many students are orphans, others come from already separated homes and families whereby access to their parents could not contribute to their school fees is very difficult as such their academic achievements greatly affected.

While 16% (4) of the respondents again did not support the argument though no reason was given. Similarly 6% (1) of the respondents emphasized that they were green about the situation.

From these findings we can say broken families hardly contribute to the academic achievements of students.

##### **4.6.1 EFFECT RESUTED FROM POOR PLANNING AND ADMINISTRATION**

About 5 respondents equivalent to 33% accepted that during family budgeting some parents hardly take include good stationary that help the students excel and that some children especially girls end up relaxing and therefore they do not work hard any more.

Those who disagreed and unaware of these effects equally come up with some percentage that is 40%.

Therefore we can conclude that respondents did not have convincing reasons as to whether poor planning and poor administration can negatively affect the academic achievements of some students in the secondary schools.

But to the researcher's personal judgement, this affects intensively because some parents are seen not to be responsible but rather irresponsible when supporting their children for better academic achievements.

#### **4.6.2 POOR HEALTH LEADING TO EFFECTS OF INABILITY TO WORK HARD**

Many respondents together agreed that so many students and parents would have excelled academically and as parents they wished to have worked hard to excel academically and towards the success of their children but due to poor health or terminal illness has one way or another incapacitated their ability to work hard.

#### **4.7 DIFFERENCES IN TEACHERS AND STUDENTS CULTURAL EFFECT**

Ricordo.D.(1997)reported and supported that “differences in teacher and student background like cultural language, differences indialect,may make it difficult for teachers to communicate effectively with their students hence affecting the students achievement”

Charles .M. (1984), reported that teachers who question their students learning potential are likely to work and achieve academic excellence while others may work poorly to achieve a low a achievement due to social economic status”

## **CHAPTER FIVE**

### **RECOMMENDATIONS, CONCLUSIONS AND SUMMARIES OF RESEARCH FINDINGS:**

#### **5.1 INTRODUCTION**

In this chapter, the researcher would like to draw the recommendations, general conclusions and summaries of the research findings as follows:

#### **5.2 SUMMARIES OF THE RESEARCHED DATA FINDINGS.**

At this moment we can reliably state that the researcher noted the following effect of socio-economic status that needs urgent address and recommendations.

That home and school environment affects social and economic background of the students, Poor health that leads to physical inability to work, Poor planning, poor administration and Mobilization, High dependency ratios, Low rate of savings.

High poverty and increasing, unemployment, Unfair trade terms or lack of market for agric products, Uneconomic achievements and income inequality, Home-family environment, Value and attitude towards achievements, Uneconomic achievements and income inequality

These effects have much more resulted from causes because there cannot exist the effects without their causes.

We must therefore note that the effects of socio-economic status are more of negative affects as opposed to positive ones.

### 5.3 RECOMMENDATIONS

The government, should provide capital inform of loans after proper sensitization on new borrowed loans should be used to generate the income and at the same time to eradicate socio economic effects among the people living in Buwama subdivision in Mpigi district. The government should lay strategies for poverty eradication for instance poverty eradication action Plan to improve the incomes at the poor, offer them Credit facilities to improve and facilitate schools and their academic achievements.

The ministry of education and sports should set up plans to offer free educational services to students who do well in athletics and games and sports and also those who are academically up right to foster their academic achievements.

There is needed to form groups and associations so as to embark on productive projects that may check on socio economic effects among the people.

The people need to be encouraged so as to avoid laziness and work for their personal development of their children's academic performance.

Putting in place good and favorable security services in regions affected by political insecurity to create a conducive environment for student's schools and general improvements in the academic achievements.

It's also important to recommend that **NGOs** and other supportive organizations should be allowed to invest and avail the financial resources in view of supporting the parents affected with social economic effects as a result of poverty so that their children may access to good quality education.

The NGOs should open up Associations and Branches that provide sponsorships to students as an effort to facilitate student's improvement in academic achievements.

There is a need to restructure, re-plan and re-organize the available resources to improve upon their socio economic status so that their children can improve on their academic achievements in Buwama secondary school.

There is need for the community leaders and councilors to open up income generating projects to employ students and advise them on their schools and improvement in the academic achievements.

Religious leaders should establish plans of offering educational services to students in order to improve on their academic achievements.

The youth are called upon to engage in groups that promote child education on grounds of socio economic status to improve and promote the academic achievements of these children.

The parents should limit production of large numbers of children to create ease and efficiency in providing better scholarships and improvement in the child's academic achievements.

Students should be encouraged to involve themselves in constructive activities such as agriculture that provide self employment and acts as a source of generating income to boost their schools and improve on their academic achievements.

## **5.4 CONCLUSION**

We can now successfully conclude that the effects of social economic status on the student's academic achievements are several but the researcher decided specifically to deal on those major effects resulted from the causes

The question to be continuously researched on in future is that of these effects of social economic status on student's academic achievements in secondary schools not only that of Buwama but also to other schools in Uganda as a whole?

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## APPENDICES

### TIME SCHEDULE

<b>Period</b>	<b>Activities</b>
May-June2008	proposal submission
FEB.-March-2008	Data collection
Sept-Oct 2008	Data analysis/ submission of dissertation

**THE BUDGET VALUED IN UGSH FOR A RESEARCH DISSERTATION  
2007-2008**

<b>Stationary</b>	<b>Quantity/time</b>	<b>Expenditure</b>	<b>Income</b>	<b>B/F</b>
<b>Duplicating paper</b>	5 reams	<b>50,000=</b>	<b>500,000</b>	
<b>Stencils</b>	2 packets	8000		
<b>Ink 2 tubes</b>		4000		
<b>Travels</b>	10 days	50000		
<b>Subsistence</b>	30 days	300,000		
<b>Binding</b>		10,000		
<b>Total</b>		<b>402000</b>	<b>500,000</b>	<b>98000</b>

## A.QUESTIONNAIRE FOR STUDENTS

Name of school.....

Class.....

Sex.....

1. Are both parents alive.....?
2. Are your parents working.....?
3. Where are they working.....?
4. How many are you in your family.....?
5. How far is your home from the school you study.....?
6. What problems do you face at home.....?
7. How is your relationship with your teachers.....?
8. In which way has the low income earning of the parents affected your academic achievements.....?
9. In which way has socialization affected your academic achievement.....?
10. How does environment and heredity affect academic achievement levels.....?

## **B.QUESTIONNAIRE FOR PARENTS**

1. Are you working.....?
2. What is your occupation.....?
3. What are the major reasons for low achievements among the students.....?
4. What is the role of children at home.....?
5. How is the family environment encouraging or discouraging a high achievement of academics among students.....
6. How has your low earnings affected academic achievements of your children.....?
7. How has poverty affected the academic performance of your students.....?

### C.QUESTIONNAIRE FOR TEACHERS

1. In what ways might the socio economic composition of the students' body as a whole influence                      a                      student's                      achievement level.....?.
2. How do school factors like facilities, class size expenditures, socio economic background of the school affect the academic achievements of students.....?
3. What might you do to help improve their achievements in academics.....?
4. In what way might the socio economic composition of student body as a whole influence a student's level.....?
5. Are low-income minority groups generally low in educational achievement.....?
6. Outline major reasons for low achievement in academics.....?
7. When you become a teacher in which way would you treat parents of low income.....?
8. What can teachers and schools do to over come each of the school related obstacles Contributing to low achievement among economically disadvantaged students.....?

#### **D.QUESTIONNAIRE FOR MINISTRY OF EDUCATION**

1. How has the ministry dealt out with challenges of low achievements.....?
2. Apart from socio economic status what other factors contribute to low achievements in school.....?
3. Identify some other factors affecting students' academic performance
4. What is the ministry doing to improve the situation.....?
5. Who are commonly affected the the students with well economic and social status.....?



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## Office of the Director

24<sup>th</sup> April 2008

### TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR..... MUNDA NICTOR

REG. # BED/11014/61/DU

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

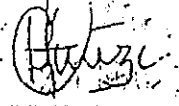
He/she wishes to carry out a research in your Organization on:

THE EFFECT OF SOCIO ECONOMIC STATUS  
ON THE STUDENTS ACADEMIC ACHIEVEMENT IN  
SELECTED SECONDARY SCHOOLS IN  
BUSAMA DIVISION, MPIGI DISTRICT.

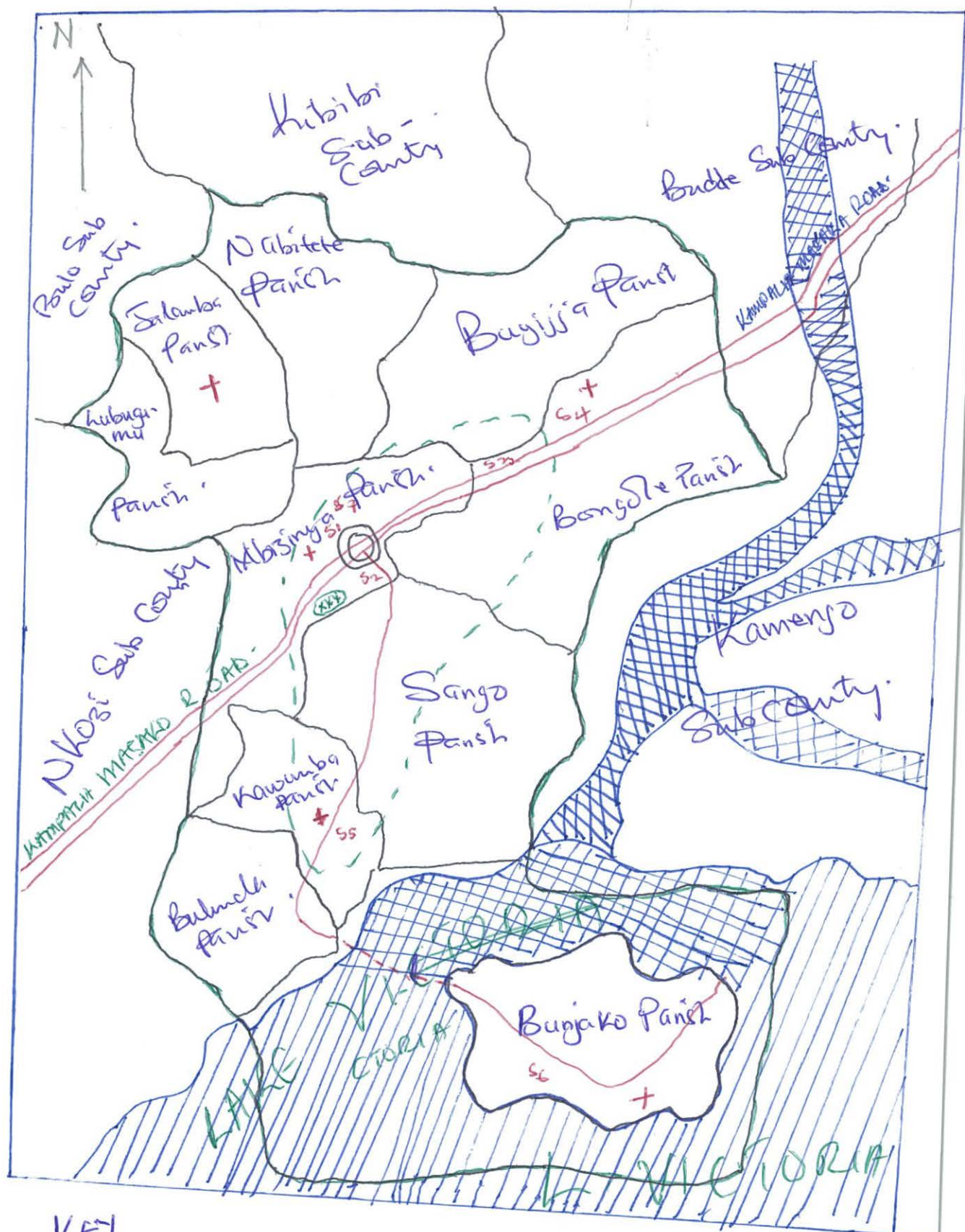
The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

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

Yours Faithfully,

  
MUHWEZI JOSEPH  
HEAD, IN-SERVICE  
DIRECTOR

'BUKAMA' DIVISION IN  
MANDOKOTA SOUTH COUNTY, MPIGI DISTRICT.



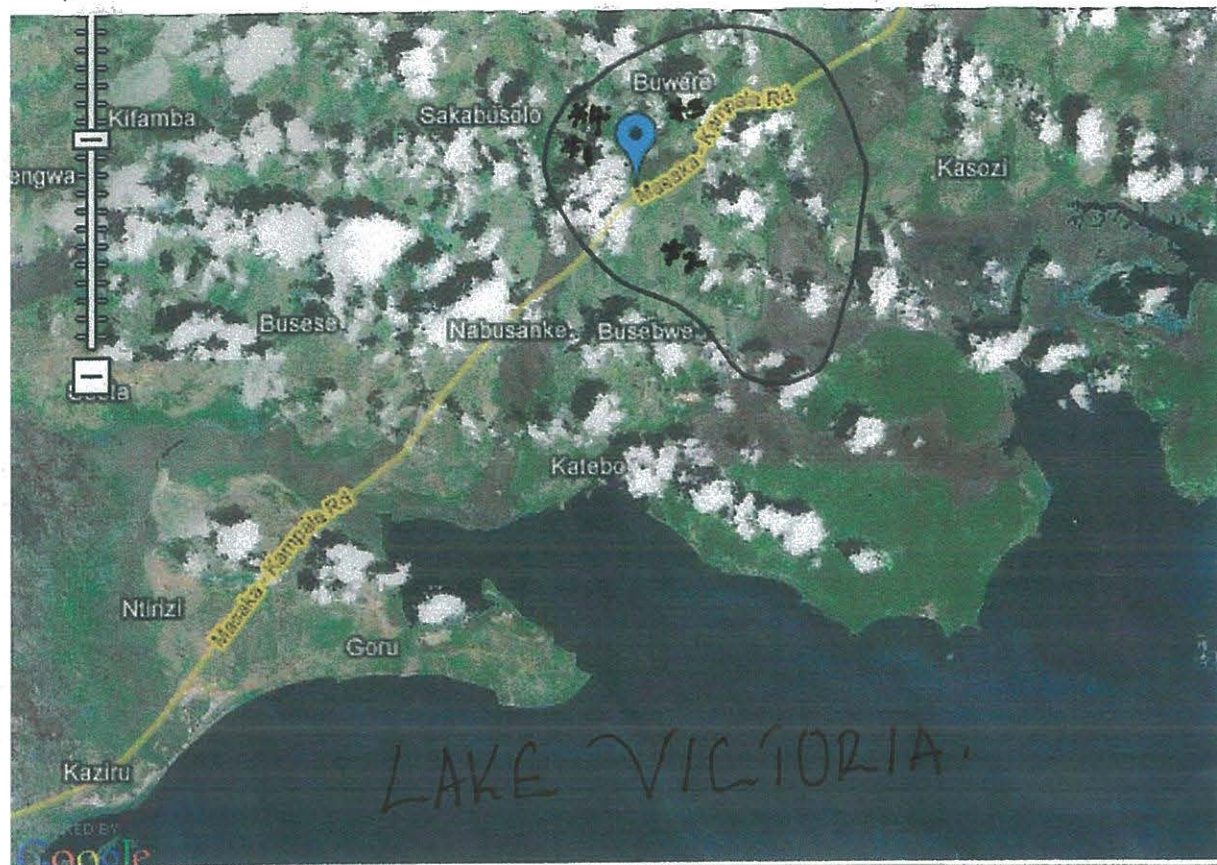
KEY

- + Church
- Bukama Trading Centre

38

- 51 - St. Benedict Sec School
- 52 - Bukama High S.S.
- 53 - Mutiametia Hill S.S.

## The location of Buwama Division in Mpigi District



### KEY

Buwama is approximately 67 kilometers from Kampala  
The blue sport shows the location of Buwama trading centre

○ Area of research.

- \*1. St. Benedict Secondary School.
- \*2. Buwama High Secondary School.
- \*3. Mitalamira Hill Secondary School.
- \*4. KAWAMA VOCATIONAL AND SECONDARY SCHOOL.