

**SOCIO-ECONOMIC STATUS AND ACADEMIC PERFORMANCE
OF STUDENTS IN SELECTED SECONDARY
SCHOOLS IN MAKINDYE SABAGABO
WAKISO DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND
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DECLARATION

I Munina Jane, declare that this is my original work and has not been submitted to any other college, institution or university other than Kampala international University for academic credit.

Signed:  Date: 21st June 2017

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APPROVAL

This dissertation has been presented for examination with my approval as the appointed supervisor.

Signed:  Date: 21st June 2017.

MRS. NASSIWA SHAMIRA

DEDICATION

I dedicate all my efforts and struggles of the educational life of my dear parents who help support and guide the course of my educational life. without them I'm meaningless. Also I devote the work of this report, as respectable and honorable supervisor (**Mrs. Nassiwa Shamira**) and all the lecturers who supported me develop my personality as a competent professional.

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ABSTRACT

The study aimed at examining the relationship socio-economic status and academic performance of selected secondary school students and also to know the extent to which educational status of parents affect students' academic performance. the objectives of the study were to examine how social-economic status can affect Performance of students in selected secondary schools in Makindye Sabagabo, to assess the socio-economic benefits on the Performance of students in selected secondary schools in Makindye Sabagabo, to analyze the challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo and to suggest the possible solutions to the challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo

A case study research design was conducted in the study. This is a kind of study that involved in examining a single entity in order to gain insight into larger cases. A case study research design helped the researcher to carry out the study in depth. The study largely used qualitative methods with the use of individual verbatim interviews. A total of 50 respondents were selected with the use of purposive sampling technique to represent the study. Of these respondents 30 were teachers, 10 were head teachers and education officers 10 were parents and guardians. In collecting the data, various data collection methods and tools involved questionnaires and interviewing. Data was analyzed both qualitatively and quantitatively. The study found that, (66.7%) agree that Parents' Level of Education affects children's Academic performance of students. 26.7% disagrees, and 6.7% were not sure. This implies that Pupils with families where parents have less education tend to systematically perform worse than pupils whose parents have more education. From the computation above, the findings indicate that socio-economic status affect the Academic performance levels by 0.05. This is positive significant relationship ($r = 0.837$) implying that if socio-economic status does perform it functions very well, Academic performance will be highly affected positively and when socio-economic status are not well perform performance measurement will be highly affected negatively. It was concluded that, one of the biggest problems with children in today's society is youth apathy. Parental involvement in school can help solve this problem by emphasizing the importance of a good education, and getting their children excited about learning. The essential ingredient in most children's success in school is a positive relation to his parents." (Bettelheim, 1987) Parents' personal educational backgrounds and economic backgrounds have a significant effect on their children's education. The study recommends further studies on the relationship between socio-economic status and academic performance.

CHAPTER ONE INTRODUCTION

1.0 Introduction

This chapter presents the background, problem statement, general objective, specific objectives, research questions, scope and significance of the study.

1.1 Background of the Study

Historically, family status variables such as socio-economic status and parents' level of education have been regarded as predictors of children's academic achievement. Increasingly, research has suggested that, rather than having a direct association with children's academic achievement, socio-economic status and parents' level of education is part of a larger constellation of psychological and sociological variables influencing children's school outcomes (Joan, 2009). Attendant on higher levels of education may be access to resources, such as income, time, energy, and community contacts, that allow for greater parental involvement in a child's education. Thus, the influence of socio-economic status and parents' level of education on student outcomes might best be represented as a relationship mediated by interactions among status and process variables (Joan, 2009). The study is based on conflict theory which sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. Conflict theorists see the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers. Conflict theorists agree that the educational system practices sorting, and argue that schools sort along distinct class and ethnic lines. According to conflict theorists, schools train those in the working classes to accept their position as a lower-class member of society. Conflict theorists call this role of education the "hidden curriculum." Conflict theorists see education not as a social benefit or opportunity, but as a powerful means of maintaining power.

They argued that teachers treat lower-class kids like less competent students, placing them in lower "tracks" because they have generally had fewer opportunities to develop language, critical thinking, and social skills prior to entering school than middle and upper class kids. When placed in lower tracks, lowerclass kids are trained for blue-collar jobs by an emphasis on obedience and following rules rather than autonomy, higherorder thinking, and self-expression. Likewise children from low socio-economic status will be given equal treatment as lower class kids in the school and society at large compared with those from high socio-economic status. They point out that while private schools are expensive and generally reserved for the upper classes, public schools, especially those that serve the poor, are underfunded, understaffed, and growing worse. Schools are also powerful agents of socialization that can be used as tools for one group to exert power over others – for example, by demanding that all

students learn English, schools are ensuring that English-speakers dominate students from non-English speaking backgrounds. Many conflict theorists argue, however, that schools can do little to reduce inequality without broader changes in society (e.g. creating a broader base of high-paying jobs or equalizing disparities in the tax base of communities).

In the case of schooling and Educational Opportunities Weber and his followers believed that inequality of resources in society is the source of conflict and, that schools are ultimately linked to the kinds of economic opportunities individuals have.

Conflict Theory and Education Schools play a vital role in legitimizing the inequalities and transmitting knowledge in accordance with the power elite's interests. Social class awareness, ethnical superiority and gender difference are transmitted via hidden curriculum. Language and culture is embedded within the formal curriculum. Power Elite controls the schools, religious communities and the media in order to maintain the social order.

Studies show that the socioeconomic status of the family has an important effect on the student's academic achievement at school. According to Kean and Tsai, every action of the family is a determiner that has an effect on the children's educational outcomes. The studies conducted on the relationship between the students' academic achievement and the families' socioeconomic status concentrate on such topics as family income, parents' level of education, family model, location of residence, the language used in the family, ethnic roots, previous level of education, acquired behaviors and talents.

Globally, the importance of women socio-economic status (SES) in the family is a commonplace fact. SES affects overall human functioning, including development across the life span, physical and mental health. Variance in socioeconomic status, including disparities in the distribution of wealth, income, and access to resources, affects everyone; however, women are overrepresented among those living in poverty. Women are more often responsible for raising children and are increasingly likely to raise children alone. This fact is one of the many reasons that the socioeconomic standing of women is of great importance to the well-being of future generations and as such to this study. Everyone benefits from an increased focus on the foundations of socioeconomic inequities and efforts to reduce the deep gaps in socioeconomic status in the United States and abroad (Birrell & Khoo, 1995). Inequities in wealth and quality of life for women are long standing and exist both locally and globally (Keith & Benson, 1992). Historically and presently, in the United States, men are paid more than women, even when they have the same level of education and are in the same occupational field (Ibid). Findings of the American Census Survey (ACS) indicate that among individuals

possessing a graduate or professional degree, on average, the women earned about 66.4% of what the men earned (U.S. Census Bureau, 2006). While they make less money, women are more likely to be single heads of household than men, thus bearing the responsibility of raising children with fewer economic resources. In 2006, there were about 14 million female heads of household, compared to 5 million male heads of household in the United States (Ibid.).

Women are a cornerstone of African economic development (OECD, 2011). According to the Ghana Living Standards Survey of 2000 (GLSS 4), a female heads a family in every household in Ghana which means that more and more women are becoming the backbone of the family as breadwinners and are working quietly and unacknowledged to keep the economy of Ghana going.

Parents' education and encouragement are strongly related to improved student achievement. Parental education and socio-economic status have an impact on student achievement. Children whose parents are of high educational scales have a far better statistical chance of participating in secondary Education (Oloo, 2003) and in this sense focusing on women education. Important factors include parental involvement in their children education, how much television children are allowed to watch and how often students change schools (Hammer, 2003).

Socioeconomic status of parents in one way or the other affects Performance of students. Omoraka (2001) noted that children with rich parents have certain needs, physical and sociological which when met, contribute positively to their academic performance. These needs may include a conducive reading atmosphere, good food, playing ground, provision of books and other material and attendance at the best schools available. The New Juaben Municipality is one of the municipalities in the Eastern Region of Ghana. The municipality is rich with different cultures with most women carrying out varying occupations. There is a mixture of lettered and unlettered women in the municipality. While some of them are actively employed in the formal sector where they earn salaries, others are engaged in petty trading, farming and casual work, earning profits. Furthermore, some are single mothers and others receive husband support etc. Meanwhile, they all have children who attend common schools and competing in the same classes. How does the difference in mother characteristics affect the Performance of students? Hence a redirection of the focus on both parents as exhibited by other studies to a careful study of the effect of SES of mothers on the Performance of students in the selected areas.

1.2 Statement of the Problem

The socio-economic status of parents can motivate or hamper the child's academic performance in schools. For students to have excellent performance in schools, they should be reared in a home free quarreling and rancor, should have enough parental security and financial security, readiness to learn to the part of the student a good learning environment and learning materials. The failure of parents to recognize and realize that the ability of their children to perform well is greatly influenced by the home and this is a serious problem because of their belief that the standard of education of nowadays has fallen. Some scholars have argued that the immediate and remote causes of the problem militating against the influence of socio-economic status of students' performance in secondary schools. The governments to some extent also contribute to the poor economy of the country making parents not able to send their children to school, and also socio-economic status, family size, educational background, influence of home, place of residence, family structure, influence of peer group etc.

The achievement gap is a notoriously debated yet widely accepted educational term that refers to the inequality of academic performance among groups of students (Barton, 2003). According to Gamoran (2007), this inequality is one of the most significant problems faced by education in the United States. Gamoran asserted: While average achievement levels in some school districts rank among the world's high achieving nations, other districts rank among the world's low performers. The inequality is evident not only between districts but also within districts and within schools, where students of different social backgrounds attain widely varying outcomes. The problem is particularly pronounced for students who face economic disadvantages. By the time students reached the fifth grade, the economically disadvantaged (those living in households below the poverty level) were more likely to be deficient in reading and mathematics than were those children living above the poverty threshold. Eighty-four percent of those above the poverty level tested proficient in mathematics; whereas, only 45% of students living in poverty were proficient (U.S. Department of Education, National Center for Education Statistics, 2007). Students who lived below the poverty level often hailed from highly mobile families, lacked educational resources in the home, and failed to receive homework support and encouragement from less educated family members (Addressing the achievement gap: A challenge to Washington state educators, 2002). Although the issue of poverty was a problem in most areas, schools unfortunately provided the least support and help to these children who commonly needed it most (Cavanagh, 2007; Haycock, 2001). In Selected Secondary Schools in Makindye Sabagabo students in the low socioeconomic bracket encompassed a growing percentage of the student population in many school districts. In 2006,

there were 842,152 families with 1,412,824 children residing in the state. Of those, 42% (594,362) of children lived in low-income families, compared to the 39% national level of children living in low-income homes (National Center for Children in Poverty). Numerous counties in the northeastern part of the state were considered persistently poor because more than 20% of the population was living in poverty (Rural poverty at a glance, 2004). For these children, low socioeconomic status eroded the solidity of their very existence (Heartland Alliance for Human Needs & Human Rights, 2007).

1.3 Purpose of the Study

The main purpose of carrying out this study was to examine the relationship socio-economic status and academic performance of selected secondary school students and also to know the extent to which educational status of parents affect students' academic performance.

1.4 Objectives of the Research

- i. To examine how social-economic status can affect Performance of students in selected secondary schools in Makindye Sabagabo
- ii. To assess the socio-economic benefits on the Performance of students in selected secondary schools in Makindye Sabagabo
- iii. To analyze the challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo.
- iv. To suggest the possible solutions to the challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo

1.5 Research Questions

- i. What are the social-economic status can affect Performance of students in selected secondary schools in Makindye Sabagabo?
- ii. What is the socio-economic benefits on the Performance of students in selected secondary schools in Makindye Sabagabo:
- iii. What are the challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo?
- iv. What are the possible solutions to the challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo?

1.6 Scope of the Study

This includes content scope, geographical scope and time scope.

1.6.1 Content Scope

The study was confined on the social-economic status can affect Performance of students in selected secondary schools in Makindye Sabagabo, assess the socio-economic benefits on the Performance of students in selected secondary schools in Makindye Sabagabo, analyze the

challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo and suggest the possible solutions to the challenges facing the Performance of students in selected secondary schools in Makindye Sabagabo.

1.6.2 Geographical Scope

The study was carried out in in selected secondary schools in Makindye Sabagabo by selecting there schools which include; Kitende secondary school, Zana standard high school, and global harvest secondary school.

1.6.3 Time Scope

This research looked at the period between 2000 and 2014. The study covered a period of 2 months from March to May 2017.

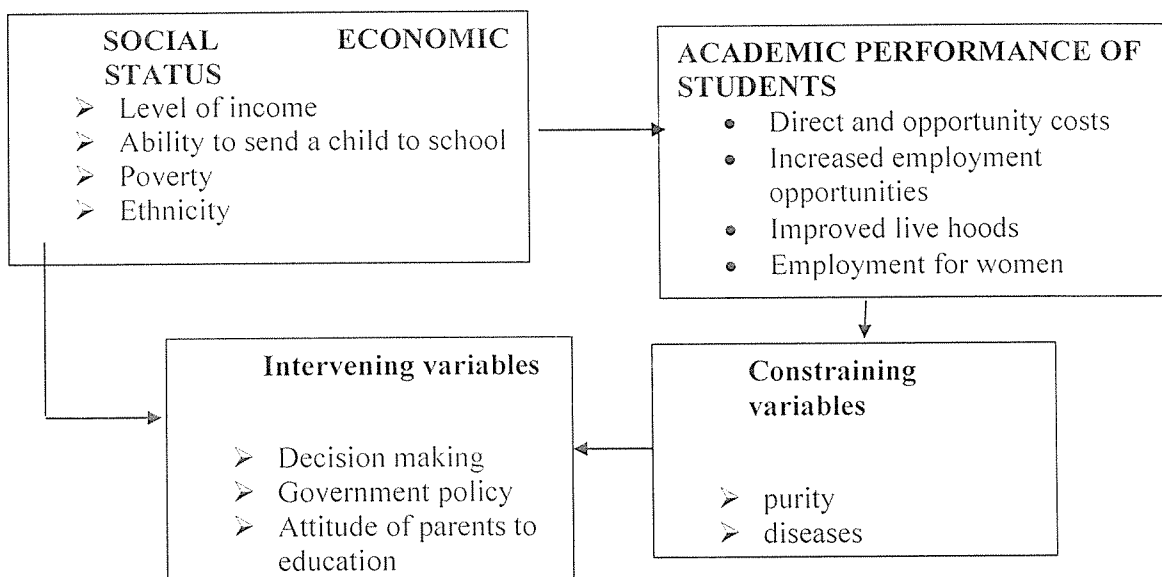
1.7 Significance of the study

Findings from this research may be instrumental in helping the entire society to identify the social-economic status that impede the secondary school academic performance. In so doing, they will be able to design mechanisms through which they can institute safety nets geared at ensuring that the girl child is accorded equal opportunities as their male counterparts in education.

This research could help the researcher to improve his practical skills and knowledge in research methodologies in the field of secondary school education. This may provide strengths on part of the researcher to enhance his understanding on issues related to secondary school education and other gender dynamics and will enable her to engage in more research in future. The study is also expected to be an addition to the information data about secondary school education and could thus be of great benefit to academicians and other agencies as a point of reference for further research on issues regarding secondary school education. Thus the findings of this study could give an insight for future research in regard to the girl child issues. Thereby being important source of literature for future researchers on related issues.

1.8 Conceptual diagram

Figure: 1 Conceptual diagram
Independent Variables



Source: research conceptualization 2017

The Socio-economic Status (independent variable) which level of income, ability to perform well which has led to Direct and opportunity costs, increased employment opportunities, improved live hoods and Employment for women has led to child education (dependent variable) this has been favored by; good decision making, good government policy and Attitude of parents to education. The constraining variables includes purity, diseases, cultural practices and guide Discriminate. The economic value of students, rural and urban residence, and the level of parental education. The girl-children appear to be the most vulnerable and most undervalued members of the world society. Therefore the government should intervene on Socio-economic Status affecting girl child.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

Chapter two presents a thematic review of literature on the following; Socioeconomic Status (occupation, marital status, income, women education) of academic performance of students mediating factors on the Academic performance of students of children. Each of these themes is discussed with reference to existing body of literature.

2.1 Parents' Level of Education and children's Academic performance of students

Pupils with families where parents have less education tend to systematically perform worse than pupils whose parents have more education. According to Nannyonjo, (2007) pupils with parents who did not finish primary or just finished primary, pupils with parents who finished senior four or senior 6 or university performed considerably better. The highest increase in test scores was for pupils whose fathers had a university degree. Compared to earlier research, for example by Hanushek, found mother's education has a significant effect on pupils test scores. Fathers' education had a stronger influence than mothers. Those results possibly reflect the ability of parents to support the pupils' school work, and likely interactions of literate parents with their children in school related or literacy nurturing activities as well as their ability to support their children with homework or help with difficult homework questions. Hanushel's work is contextualized and may not hold for different geographical settings.

Similarly Okumu et al (2008) in a study of Socioeconomic Determinants of Primary School Dropout found that High Academic performance of students of a mother and father significantly reduces chances of primary school drop out for both boys and girls in rural and urban areas. For a mother, this phenomenon could be attributed to the fact that educated mothers reduce the time spend doing household chores while increasing the time spend with their children than their uneducated counterparts. Also educated mothers are more effective in helping their children in academic work. In doing so, they are also able to monitor and supervise their children's academic progress. While for fathers it's attributed to the fact that educated fathers are also interested in their children thus they would be willing to spend more time in helping their children in academic problems. Educated fathers are as well aware of the possible returns to their children and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education.

2.2 Parents' Occupation and Academic performance of students

Coleman (1988) argues that the most significant negative effect of increasing female labor force participation is on the cognitive achievement of children of employed women. Ruhm (2004) provides empirical support for this proposition. A second set of studies finds that maternal employment neither affects the quality of the mother-child relationship, nor the Performance of students of children measured in test scores (Muller, 1995; Golberg, Greenberger & Nagel, 1996; Parcel, Nickoll & Dufur, 2000, McGroder et al., 2005). Still other scholars suggest that maternal employment generally has favorable effects on child outcomes (Vandell & Ramanan, 1992; Parcel & Menaghan, 1994; Hoffman & Youngblade, 1999). Checchi and (2010) found that in Ghana some negative correlation emerged with the probability of enrolment and low income jobs. However one third of Ugandans classified as unemployed were actually taking up unpaid family jobs, thus agreeing with Okumu et al (2008), finding that a large percentage of the economically active persons are economically unproductive; thereby vindicating the household's dependence burden implying that educated workers accept only high quality jobs and possibly experience long spells of unemployment and or migration. This squeezes out the household's resources, resulting into pupils in the family dropping out of school. Brooks-Gunn, Han, and Waldfogel (2002) also argue that the timing and intensity of maternal employment is important in explaining the negative effects of maternal employment on children. They find that the children of mothers who worked long hours after the child was three years old had lower cognitive development scores. In addition, Ruhm (2004) observes that the children of women who were employed during the child's first three years of life had significantly lower reading and mathematics achievement than those children whose mothers stayed at home in the same period. These findings resonate with Coleman's (1988) argument that maternal employment has unfavorable effects on social capital [that is, "the relations between children and parents"] in the household because it translates into less time the mother spends with children. Coleman (1988) argues that the level of human capital of the mother is of small importance if she does not use her human capital to increase the social capital of children in the home.

2.3 Economic Status of Parents and Academic performance of students

Another factor that may affect academic performance of students is socioeconomic background. This background refers to parents' Academic performance of students, occupation, level of income and social class placement. When a child's needs are not properly addressed, his learning ability could be affected due to lack of motivation (Ajila & Olutola, 2007). Bliss (2004) is of the view that many students from low socioeconomic homes respond

incomprehensively to classroom teaching because their home environment has not exposed them to the kinds of materials used in schools. If home environment is not intellectually stimulating, some students find it difficult to cope in school and may eventually dropout of school.

Bandura (1986) asserts that irrespective of national equality of opportunity, children of parents in higher socioeconomic status tend to achieve greater academically than children of parents from lower socioeconomic status.

Furthermore, the home has been identified as an overwhelming factor affecting student's performance academically. It would appear, then, that, broken homes may present a very real danger to the emotional, personality, and mental adjustment of the young adolescent. These impinge on students' Performance of students.

A considerable number of researches repeatedly have shown that Low-SES is linked to a range of indicators of child and adolescent well-being, including students' Performance of students (Beauvais & Jensen, 2003). Birch and Gussow (1979) claim that poverty contributes toward educational failure, not simply because poor children are "culturally disadvantaged", but because their health and nutritional status is inadequate to allow for the maximum mental development and for the realization of their educational potential. The likelihood that the poor children would end up being at-risk in terms of deficient development is a reality that could begin even before birth. In that regard, Birch and Gussow emphasized that society should concern itself more with the full range of factors contributing to educational failure, among which the health of the child is a variable of potential primary importance (Ibid).

According to Rumberger (1995) student's family background is widely recognized as the most significant important contributor to success in schools'. Rumberger's position supports the finding of earlier scholars who argued that the home has a major influence on student school success (Swick & Duff, 1978) and that it is the quality of relationships within the student's home environment that has an important effect on school performance (Neisser, 1986; Selden, 1990; Caldas, 1993). Additionally, Jacobs and Harvey recently established that many variables in the family background have strong (direct and indirect) associations with students' success throughout school and in young adults' eventual educational and occupational attainment. Such variables include family structure (socioeconomic status and intact/single-parent family status), parent education level, parental involvement, and parenting style (Jacobs & Harvey, 2005).

According to Evans (2004) lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socioeconomic and intact families. Evans repeatedly discovered that low SES children are less cognitively stimulated than high SES children, as a result of reading less and being read to less, and experience less complex communications with parents involving more limited vocabulary (Ibid).

Earlier on, Bliss (2004) estimating a path model for low SES African American youth, found the direct effect from parents' education and that family income has little if any direct effect on achievement. The investigation carried out by Keith and Benson (1992) also examined effects on high school grades across five ethnic groups and concluded that the path from family background to achievement was constrained to zero because it was found to be non-significant.

There are some factors that could despite the impact of SES, enable the students perform successfully at school. It is on record that a number of scholars have studied what they termed individual characteristics that could account for the Performance of students of the students who are ordinarily distinguished as being 'at risk'. Two of those researchers, Borman and Overman (2004) while studying the Academic Resilience in Mathematics among Poor and Minority Students, developed four measures of individual characteristics: Self-esteem, students efficacy, student engagement, and students' overall disposition toward school. According to their findings, the "univariate analyses for resilience status revealed statistically significant main effects for all four outcomes, student engagement, self-efficacy in mathematics, positive attitude toward school, and self-esteem, all of which favoured resilient students". Similar characteristics are identifiable in other studies: individual characteristics of resilient children typically include high self-esteem, high selfefficacy, and autonomy (Wang, Haerttel & Walberg, 1994). While poverty and students' low SES background could be considered a concern regarding students' academic performance, they are not too belaboured because the individual characteristics are variables that align to students' performance (Overman, 2004).

There is no doubt that such conditions can impact students negatively, but the strongly determined and motivated students are likely to beat the odds of greater risk of academic failure

and perform with distinction in school. These students were identified as resilient children. Resilient children also are actively engaged in school (Finn & Rock, 1997), have strong interpersonal skills, and maintain healthy expectations, and have a high level of activity (Benard, 1991). According to Borman and Overman (2004) all of these characteristics highlight the underlying perseverance, strong will, and positive disposition of the resilient child. Scales, Roehlkepartain, Neal, Kielsmeier, and Benson (2000) concluded that “a developmentally attentive school environment and a more experimental curriculum may help compensate for the detrimental effects of low SES. This confirms the study done by (Hoy et al., 1991), that the single best organizational climate predictor of student achievement is academic emphasis. These researchers using high school as a focus point, found that high schools with an orderly and serious learning environment, with teachers who set high but achievable goals, and with students who work hard and respect others who do well academically, have higher levels of student achievement, even when data are controlled for socioeconomic status (Hoy et al., 1991).

Schools that foster student resilience have been found to emphasize academic learning and opportunity for all students, active student and parent involvement, and sensitivity to student diversity (Wang & Gordon, 1994). According to Floyd (1996) teachers who bridge the gap between home and school and are sensitive to and knowledgeable of their students cultural and community heritages provide better learning environments, particularly for students from low SES backgrounds.

Several studies have identified resilience as a factor that enhances higher academic performance among students of a low SES background. In his studies, Floyd (1996) noted that there are students who succeeded despite economic hardships in their respective families. Floyd observed that in their homes, there was limited money for extracurricular activities like football or basketball games, dances or senior proms, or even senior pictures. Furthermore, Floyd found that these students managed to continue focusing on and excelled in their education despite the occurrence of serious problems due to or related to socioeconomic insecurity (Ibid).

In terms of socioeconomic status (SES) factors, the positive link between SES and children's achievement is well-established (Sirin, 2005; White, 1982). McLoyd's (1989; 1998) seminal literature reviews also have documented well the relation of poverty and low socioeconomic status to a range of negative child outcomes, including low IQ, Academic performance of students and achievement, and social-emotional problems. Parental education is an important

index of socioeconomic status, and as noted, it predicts children's educational and behavioral outcomes. However, McLoyd (1998) has pointed out the value of distinguishing among various indices of family socioeconomic status, including parental education, persistent versus transitory poverty, income, and parental occupational status, because studies have found that income level and poverty might be stronger predictors of children's cognitive outcomes compared to other SES indices (e.g., Duncan et al., 1994; Stipek, 1998). Thus, in the present study, we control for other indices of socioeconomic status when considering the effects of parental education.

In fact, research suggests that parental education is indeed an important and significant unique predictor of child achievement. For example, in an analysis of data from several large-scale developmental studies, Duncan and Brooks-Gunn (1997) concluded that maternal education was linked significantly to children's intellectual outcomes even after controlling for a variety of other SES indicators such as household income. However, along with those contemporaneous links between SES and children's outcomes, longitudinal research dating back to groundbreaking status attainment models (e.g., Blau & Duncan, 1967; Duncan, Featherman, & Duncan, 1972) indicates clearly that family of origin SES accounts meaningfully for educational and occupational attainment during late adolescence and into adulthood (e.g., Caspi, Wright, Moffitt, & Silva, 1998; Johnson et al., 1983; Sobolewski & Amato, 2005; Whitson & Keller, 2004). For example, Caspi et al (1998) reported that lower parental occupational status of children ages 3–5 and 7–9 predicted a higher risk of the child having periods of unemployment when making the transition from adolescence to adulthood. Johnson et al (1983) found that mothers' and fathers' educational level and fathers' occupational status were related positively to their children's adulthood occupational status. Few studies, however, are prospective in nature spanning such a long period of time (i.e., a 40-year period from childhood to middle adulthood). Also, few studies include a wide range of contextual and personal predictor variables from childhood and potential mediators of the effects of those variables from adolescence (Amato, 1987).

2.4 Other Factors that Influences Academic performance of students

The researcher has reviewed issues on the main variables of the study which includes women education, occupation and Academic performance of students, marital status and Academic performance of students, economic status of parents and Academic performance of students of children. There are other factors that could also influence the Academic performance of students of the children.

2.4.1 Family Structure

Socioeconomic status may therefore be linked to family structure. As sole parent families on average have lower levels of income, are headed by parents with lower Academic performance of students and are less likely to be in the labour force, children from these families are likely to have lower educational performance (Rich, 2000). Other factors in sole parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families are said to include: reduced contact between the child and non-custodial parent; the custodial parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline; the lack of an appropriate role model, especially for males; increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work; and the nature of parent-child relationships in sole parent families may cause emotional and behavioural problems for the child (Buckingham, 1999; Rich, 2000).

The influence of family structure has been found to be only weakly associated with Academic performance of students, however, once controlling for other variables (Machin, 1998). It is more detrimental when children in sole parent families also experience a range of other risk factors such as low income (Sparkes, 1999).

Conger et al., 2002; McLoyd, 1989; Mistry, Vanderwater, Huston, & McLoyd, 2002) have proposed that the effects of socioeconomic stress (e.g., financial strain, unstable employment) on child outcomes are mediated through parenting stress and family interaction patterns (e.g., parental depressed mood; lower levels of warmth, nurturance, and monitoring of children). That is, family structural variables such as parental education and income affect the level of actual interactions within the family, and concomitantly, the child's behavior. It is well established within broader social learning models (e.g., Huesmann, 1998) that parents exert substantial influence on their children's behaviour. For example, children exposed to more rejecting and aggressive parenting contexts, as well as interparental conflict, display greater aggression (Cummings & Davies, 1994; Eron et al., 1971; Huesmann et al., 1984; Lefkowitz et al., 1977) and the effects between negative parenting and child aggression are bi-directional (Patterson, 1982). Presumably, children learn aggressive problem-solving styles as a result of repeated exposure to such models, and in turn parents use more power assertive techniques to manage the child's behavior (Sparkes, 1999).

Researchers also have shown that behavioural problems such as early aggression impair children's academic and intellectual development over time (e.g., Hinshaw, 1992; Huesmann, Eron, & Yarmel, 1987). Stipek (1998) has argued that behavioural problems affect young

children's opportunities to learn because these youth often are punished for their behaviour and might develop conflictual relationships with teachers, thus leading to negative attitudes about school and lowered academic success. Thus, it is possible that low socioeconomic status (including low parental educational levels) could affect negative family interaction patterns, which can influence child behaviour problems, and in turn affect lowered academic and achievement-oriented attitudes over time (Ibid).

Parent education and family interaction patterns during childhood also might be linked more directly to the child's developing academic success and achievement-oriented attitudes. In the general social learning and social-cognitive framework (Bandura, 1986), behaviour is shaped in part through observational and direct learning experiences. Those experiences lead to the formation of internalized cognitive scripts, values, and beliefs that guide and maintain behaviour over time (Anderson & Huesmann, 2003; Huesmann, 1998).

According to Eccles (2004) this cognitive process accounts for the emergence and persistence of achievement-related behaviours and ultimately to successful achievement. Eccles' framework emphasizes in particular the importance of children's expectations for success, with parents assuming the role of "expectancy socializers" (Frome & Eccles, 1998). Thus, for example, a child exposed to parents who model achievement-oriented behavior (e.g., obtaining advanced degrees; reading frequently; encouraging a strong work ethic) and provide achievement-oriented opportunities (e.g., library and museum trips; after-school enrichment programs; educational books and videos) should develop the guiding belief that achievement is to be valued, pursued, and anticipated. This belief should then in turn promote successful outcomes across development, including high school graduation, the pursuit of higher learning, and the acquisition of high-prestige occupations. Not surprisingly, there are positive relations between parents' levels of education and parents' expectations for their children's success (Davis-Kean, 2005), suggesting that more highly educated parents actively encourage their children to develop high expectations of their own. Importantly, on the other hand, McLoyd's (1989) review found that parents who experience difficult economic times have children who are more pessimistic about their educational and vocational futures.

2.4.2 Type of School

Research has shown the importance of the type of school a child attends in influencing educational outcomes. While research in the US has found that SES variables continue to influence Academic performance of students even after controlling for different school types, the school context tends to affect the strength of the relationship between SES and educational outcomes (Portes & MacLeod, 1996). Similarly, research in Britain shows that schools have an

independent effect on student attainment (Sparkes, 1999). While there is less data available on this issue in Australia, several studies using the Longitudinal Surveys of Australian Youth have found that students attending private non-Catholic schools were significantly more likely to stay on at school than those attending state schools (Long et al., 1999; Marks et al., 2000). Students from independent private schools are also more likely to achieve higher end of school scores (Buckingham, 2000a). While school-related factors are important, there is again an indirect link to SES, as private schools are more likely to have a greater number of students from high SES families, select students with stronger academic abilities and have greater financial resources. The school effect is also likely to operate through variation in the quality and attitudes of teachers (Sparkes, 1999). Teachers at disadvantaged schools, for instance, often hold low expectations of their students, which compound the low expectations students and their parents may also hold (Ruge, 1998).

2.4.3 Ethnicity

The ethnic background or immigrant status of parents is also an important mediating variable on the influence of SES on children's educational performance. Studies of the academic performance of second-generation school students in the US have found that while their performance is also influenced by the SES of their parents and type of school, their national background plays a significant independent role (Portes & MacLeod, 1996). The authors found that some first-generation immigrant parents (e.g., Cuban, Vietnamese) through the process of migration and subsequent incorporation in the host society, come to see education as a key means of upward mobility for their children, despite their own low levels of education and income (Portes & MacLeod, 1996). Children from these communities did well despite coming from low SES backgrounds whereas the negative effects of SES were not ameliorated in the academic performance of children from immigrant communities with low levels of social capital (e.g., Haitian, Mexican) (Ibid).

Similar findings have emerged within the Australian experience. While the children of immigrants were seen to be at a disadvantage up until the mid-1970s (Martin, 1978), the gradual introduction of multicultural policies in the classroom from that time may have improved the situation (Cahill, 1996). A series of studies based on Census data suggests that the second generation (especially those of European, Indian and Chinese origin) have achieved substantial educational mobility in terms of staying on at school, compared to those from British, German, Dutch and Australian origin (Birrell & Khoo, 1995; Khoo, 1995). As a consequence, higher percentages of children from non-English speaking background (NESB)

achieve tertiary qualifications compared to those from English-speaking background (ESB) (Birrell & Khoo, 1995; Dobson et al., 1996). As with the US research, however, there is a great deal of variation between different ethnic groups. Studies have found that it is more likely that people from Vietnamese, Chinese, Eastern European and Korean backgrounds are in higher education than people from ESB. Whereas those whose language group was Arabic, Khmer and Turkish were half as likely to be in higher education than those from ESB (Dobson et al., 1996; Cahill, 1996; see also Marks et al., 2000).

2.4.4 Geographical Location

Students from non-metropolitan areas are more likely to have lower educational outcomes in terms of academic performance and retention rates than students from metropolitan areas (Cheers, 1990; HREOC, 2000). Despite an adequate number of educational facilities in rural and remote Australia, school children from these areas remain disadvantaged by other factors. Issues affecting access to education in regional areas include costs, the availability of transport and levels of family income support. In addition, inequity exists with regard to the quality of the education that rural students receive, often as a result of restricted and limited subject choice. Furthermore, students may also have limited recreational and educational facilities within their school (HREOC, 2000).

2.4.5 Housing Type

Lower Academic performance of students has also been found to be associated with children living in public housing compared to those in private housing (Sparkes, 1999). This may be due to the effects of overcrowding, poor access to resources and a lack of social networks, and in this sense, housing type may also be a measure of neighborhood influence. A recent Australian study based on 171 Year 12 students from 10 state schools, found that neighborhood effects were an important influence on students. Educational plans to continue further post-secondary education, after controlling for a range of individual and family socioeconomic characteristics (Jensen & Seltzer, 2000). Measures of the neighborhood included the level of neighbourhood income, the unemployment rate, an index of Academic performance of students and the percentage employed in professional fields. This study was unable to identify, however, the precise transmission mechanisms for such neighborhood effects. Whether, for instance, they were due to spillover effects such as peer group influence, the presence or lack of job networks and role models or whether the neighborhood variables were acting as proxies for school quality or housing type

2.4.6 Paternal Absence

Following a parental separation, most children live in the primary custody of one parent, although joint custody arrangements have become increasingly common over recent years (Anger, Silke, & Guido Heineck, 2009). In many instances, the custodial parent is the mother, which means that a significant aspect of the experience of postseparation family life, for most children, is the absence of their father. Although other custody arrangements are increasingly common, the research in this area has still tended to focus on the Socio-economic Status and its influence on Academic performance of students of children focusing on indicators of SES of women such as occupation, women education, economic status and marital status of women. There are a range of a priori reasons to hypothesize that the absence of the father from the home might have a negative impact on children's wellbeing. As Amato (1993) notes, the absence of one parent means a deficit in terms of parental time available to do the work of parenting (and all the other work in the household, which further restricts the available time for parenting). Children will also lack exposure both to an adult male role model and to the skills and processes involved in a committed adult relationship, including such things as communication, negotiation, compromise and expression of intimacy (although it must be said that many couples in intact relationships model such things imperfectly at least part of the time). In addition, children are susceptible to suffer where the absence of their father from the home means that they have lost effective contact with him (Ibid).

Despite these hypothetical grounds for expecting a "father absence" effect, research studies have generally failed to find evidence to show that this plays a strong role in explaining the differential outcomes experienced by children from divorced and intact families. Two pieces of evidence, in particular, weigh against it.

First, children whose parents separated do worse than children who have experienced a parental bereavement. Biblarz and Gottainer (2000) found that, compared with children of widowed mothers, children of divorced mothers had significantly lower levels of education, occupational status and happiness in adulthood. They found no evidence that divorced mothers were less competent parents than widowed mothers and speculated that the contrasting positions in the social structure of different types of single-mother families may account for observed differences in child Aoutcomes. In particular, they realize that widows occupied an advantaged position in the social structure, in terms of employment, financial position and occupational status, compared with divorced mothers. This suggests that the absence of the father, if it has an effect, has a much weaker effect than that of these economic factors (Ibid).

Secondly, as has already been noted, remarriage does not generally improve the wellbeing of children, despite the gain of another adult to help with the task of parenting. As a number of studies have noted, outcomes for children in remarried families are generally little different from those of children in sole-parent families. It is important to note also that remarriage generally results in an improvement in economic circumstances. As noted above, there appears to be something associated with stepfamilies – perhaps the complexities of the new pattern of relationships that need to be established and worked at before the family can settle down into new comfortable ways of living together – that weighs against both the economic gain and the gain of an additional adult figure. This suggests that the absence of the father, by itself, does not play a strong role in explaining the differences between children from divorced and intact families (Aaronson, 2000).

There are various reasons why the impact of the father's absence might be less than expected. Other adults may be filling the gap by providing adult role models and support to lone parents, and many fathers continue to make significant contributions to their children's wellbeing after separation. It may not just be the father's presence in the home that is important; it is his presence in the child's life (Ibid).

2.5 Summary

The literature revealed that, quite a number of scholars' associate parent's education with child academic outcome/attainment. Marital status of women is also known to have an influence on Academic performance of students of children. Also, the SES of a mother has been identified by scholars as a significant contributor to the Academic performance of students of children. Other factors that mediate Academic performance of students include housing type, family structure, school type etc. It was also known from the literature that, despite the fact that a father may be absent from the home, what matters is his impact in the life of the child/children. The researcher therefore anticipated similar findings looking at the trend of results attained by other scholars. However, literature focusing on SES of women was rare to come by. The Chapter three threw light on the methods for conducting the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covered research design, area of study, target population, sampling, sample size, sampling technique research instruments, source of data and data analysis.

3.1 Research design

A case study research design was conducted in the study. This is a kind of study that involved in examining a single entity in order to gain insight into larger cases. A case study research design helped the researcher to carry out the study in depth. The study largely used qualitative methods with the use of individual verbatim interviews. The study was carried out on the socio-economic status and academic performance of students In Selected Secondary Schools in Makindye Sabagabo

3.2 Area of study

The study was carried out in the Selected Secondary Schools of Kitende secondary school, Zana standard high school, and global harvest secondary school In Makindye Sabagabo

3.3 Target population

The study involved 58 respondents from selected schools of which there were teachers, head teachers parents and guardians from Makindye Sabagabo. These parties were selected because they might assume to be well versed with data related to the social-economic status and academic performance secondary schools in Makindye Sabagabo. The target population is the entire population from which a sample is selected.

3.4 Sample size

A total of 50 respondents were selected with the use of purposive sampling technique to represent the study. Of these respondents 30 were teachers, 10 were head teachers and education officers 10 were parents and guardians.

3.5 Sampling technique

The researcher used simple random and purposive sampling techniques. Simple random sampling refers to a kind of sampling whereby each element in a population has an equal chance of being selected (Patton, 2002). This technique were applied students especially those in secondary schools. Purposive sampling is the kind of sampling technique where by a person or element in a population with unique characteristics is selected for unique information.

3.6 Data collection methods and Instruments

In collecting the data, various data collection methods and tools involved questionnaires and interviewing.

3.6.1 Questionnaires

Questionnaires were administered to literate respondents'. Both open and close ended questions were used. These were mainly teachers and head teachers. This tool were applied because it collects the appropriate data, makes data comparable and amenable to analysis, minimizes bias in formulating and asking questions, and makes questions engaging and varied.

3.6.2 Interviewing method

Interviewing method were applied to make sure that the selected respondents actually interviews with the use of the questionnaires since the method had completion rates. Besides questionnaires, oral and desk research were at all stages to relate and supplement the various forms of data submitted. Interview approach was intended to ensure that the same general areas of information are collected from each interviewee. This provided more focus than the conversational approach, but still allowed a degree of freedom and adaptability in getting the information from the interviewee. Both male and female respondents were interviewed.

3.6.3 Secondary data

Secondary data was got from sources like, Annual reports, Journal articles, internet, and magazines, Newspapers and books related to the subject of the study and these were consulted at length a extract the information required to support the findings from the study respondents.

3.7 Data analysis

Data was analyzed both qualitatively and quantitatively. Qualitatively, personal communication and quotations of respondents were recorded. Quantitatively, computer packages like Microsoft word and Microsoft Excel were to generate tables, charts, graphs, while Microsoft Word were for editing the work.

3.8 Ethical considerations

An effort were made to inform the participants that confidentiality would be observed when reporting the findings as well, for example, the use of names in the final report will be avoided except with the consent of the respondents. All the raw data, code sheets, questionnaires and photographs were handled with maximum confidentiality so that people who were not involved in the study cannot access the information.

3.9 Procedure for data collection

The study observed all those procedures followed in research. Using the letter of introduction obtained from the faculty. The researcher introduced to every respondent reached at, fully explaining the purpose of research. After getting their consent, she conducted the research. The researchers also built the confidence of the respondents by assuring them that their views were confidential and was for academic purposes.

3.10 Limitations to the study

Time: The time allowed to do this research was not enough to allow exhaustive study and obtain all the essential information for much more suitable conclusions. The problem were minimized by putting much effort on this research so as to meet the deadline.

Financial Constraints: The Researcher was limited by financial resources such as the transport costs and stationery to carry out her research effectively. In an effort to mitigate this shortcoming, the researcher sourced for funds from a few sponsors.

Slow or non- response: Since the researcher did not know the kind of respondents to deal with, some of them failed to respond or delay to do so. The researcher made convenient appointments with the respondents and encouraged them to respond and give true information in time.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0. Introduction

The chapter presents findings of the study and interpretation of data collected on “the effects of social-economic status on the Performance of students in selected secondary schools in Makindye Sabagabo.” Based on the research objectives.

The data was analyzed and presented under the sub-headlines of socio-demographic characteristics, investigate the effects of social-economic status on the Performance of students, the socio-economic benefits on the Performance of students, the challenges facing the Performance of students and possible solutions to the challenges facing the Performance of students

4.1 Background information of the respondents

The study explored the background information of respondents and variables such as gender, age, marital status and level of education was examined as showed in following tables.

4.1.1 Findings on sex of the respondents

The study had both male and female respondents and male persons was more than female ones interacted with and the results was presented in the table:1 below.

Table: 1 Sex distribution of respondents

Sex	Frequency	Percentages
Male	21	43.3(%)
Female	29	56.7(%)
Total	50	100.0

Source: primary

From the findings in table above shows the majority of respondents are female (56.7 percent), (43.3 percent) male among 100 respondents, this implies that the highest percentage is represented by female respondents in selected secondary schools in Makindye Sabagabo.

4.1.2 Findings on Age bracket of respondents

The study explored the age of respondents considered in the study, accordingly four age brackets was examined and the results was presented in the table below.

Table: 2 Age bracket of respondents

		Frequency	Percentages
	20 -29 years	8	16.7(%)
	30-39 years	23	46.7(%)
	50-59 years	11	23.3(%)
	Above 60years	8	13.3(%)
	Total	50	100

Source: primary data

Findings in table 4.2 indicated that majority of the respondents were 46.7 percent which were between the age bracket of 30 to 39 years, followed by 23.3 percent with the age of 50-59 years, 16.7 percent below 20-29 years, and 13.3 percent above 60 years. This implies that there were adequate representation of the study population and data provided represented the views of age groups therefore social-economic status has affected the Performance of students in selected secondary schools in Makindye Sabagabo

4.1.3 Findings on level of education

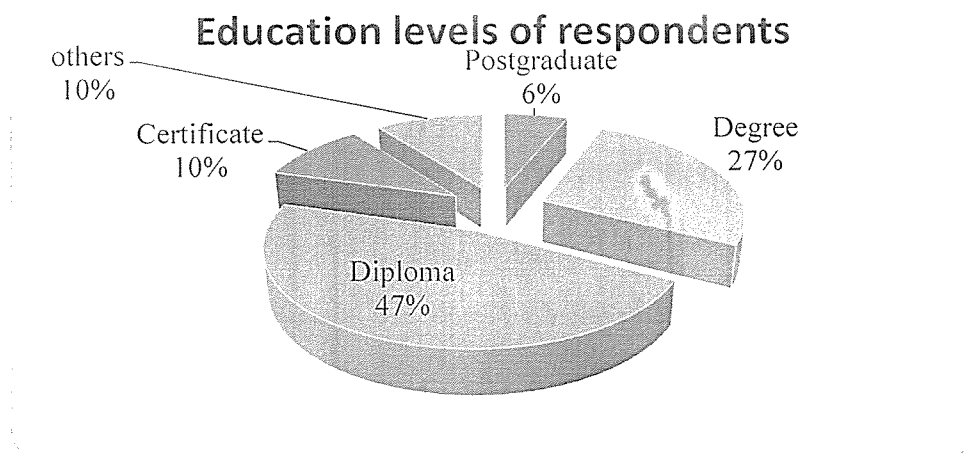
Table: 3 level of education

		Frequency	Percentages
	Postgraduate	3	6.7(%)
	Degree	13	26.7(%)
	Diploma	23	46.7(%)
	Certificate	5	10.0(%)
	others	5	10.0(%)
	Total	50	100.0

Source: primary data

From table 4.3, majority of the respondents 46.7 percent were diploma holders and 26.7 percent were degree holder. This implies that the staffs have at least a minimum level of education which makes the work easier for the selected secondary schools in Makindye Sabagabo.

Figure: 2 A pie chart showing education level of respondents



4.1.4 Findings on working experience in the organization

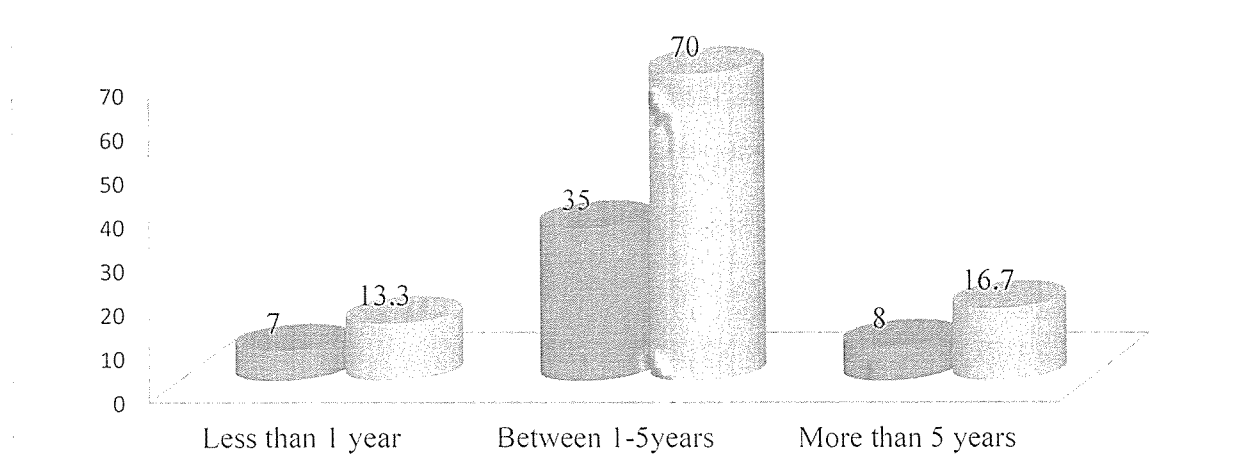
Table: 4 working experience in the organization

	Frequency	Percent (%)
Less than 1 year	7	13.3(%)
Between 1-5years	35	70.0(%)
More than 5 years	8	16.7(%)
Total	50	100.0

Source: primary data

Table 4.4, clearly shows that the biggest percentage of 70 percent have worked for a period of 1 to 5 years in the organization, 16.7 percent for more than 5 years, 13.3 percent for less than one year.

Figure: 3 A bar graph showing the period worked



4.2 Findings on the effects of social-economic status on the Performance of students

4.2.1 Findings on parents' level of education

Table: 5 Parents' Level of Education

		Frequency	Percent (%)
	Strongly agree	20	40.0%
	Agree	13	26.7%
	Not sure	3	6.7%
	Disagree	10	20.0%
	Strongly disagree	4	6.7%
	Total	50	100.1

Source: primary data

Table 4.5 shows that majority of respondents 66.7 percent agree that Parents' Level of Education affects children's Academic performance of students. 26.7 percent disagrees, and 6.7 percent were not sure. This implies that Pupils with families where parents have less education tend to systematically perform worse than pupils whose parents have more education. According to Nannyonjo (2007) pupils with parents who did not finish primary or just finished primary, pupils with parents who finished senior four or senior 6 or university performed considerably better. The highest increase in test scores was for pupils whose fathers had a university degree. Compared to earlier research, for example by Hanushek, found mother's education has a significant effect on pupils test scores. Fathers' education had a stronger influence than mothers.

4.2.2 Findings on Parents' Occupation

Table: 6 Parents' Occupation

		Frequency	Percent (%)
	Strongly agree	10	20.0 %
	Agree	19	36.7%
	Not sure	6	13.3%
	Disagree	2	3.3%
	Strongly disagree	13	26.7%
	Total	50	100.0

Source: Primary data

Results in table 4.6 above indicate that 20 percent of the respondents strongly agreed that most significant negative effect of increasing female labor force participation is on the cognitive achievement of children of employed women. 36 percent agreed, 6 percent were not sure, 2

percent disagreed and 13 percent strongly disagreed. Majority of the respondents agreed. This implies Parents' Occupation and maternal employment neither affects the quality of the mother-child relationship, nor the Performance of students of children measured in test scores.

4.2.3 Findings on family structure

Table: 7 Family Structure

	Frequency	Percent	Cumulative percent
Strongly agree	12	23.3(%)	23.3
Agree	9	16.7(%)	40.0
Not sure	2	3.3(%)	43.3
Disagree	17	33.3(%)	76.3
Strongly disagree	10	23.3(%)	100.0
Total	50	100.0	

Sources: primary data

Results in table 4.7 above indicate that 20 percent of the respondents strongly agreed that socioeconomic status may therefore be linked to family structure.36 percent agreed, 6 percent were not sure, 2 percent disagreed and 13 percent strongly disagreed. Majority of the respondents agreed. This implies that as sole parent families on average have lower levels of income, are headed by parents with lower Academic performance of students, parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families

4.2.3 Findings on type of school

Table: 8 type of school

	Frequency	Percent	Cumulative percent
Strongly agree	28	56.7	56.7 (%)
Agree	12	23.3	80.0 (%)
Not sure	2	3.3	83.3 (%)
Strongly disagree	8	16.7	100.0
Total	50	100.0	

Source: Primary data

Results in table 4.10 above indicate that 56.7 percent of the respondents strongly agreed that the importance of the type of school a child attends helps in influencing educational outcomes, 23.3% agreed, 3.3 percent were not sure and 16.7 percent strongly disagreed. Majority of the respondents strongly agreed. This implies that, the type of school for students from independent private schools are also more likely to achieve higher end of school scores. Thus youth have found that students attending private non-Catholic schools were significantly more

likely to stay on at school than those attending state schools (Long et al., 1999; Marks et al., 2000). Students from independent private schools are also more likely to achieve higher end of school scores (Buckingham, 2000).

4.3. Findings on the challenges facing the Performance of students

Table: 9 Parental separation

	Frequency	Percent (%)
Strongly agree	20	40.0 (%)
Agree	13	26.7 (%)
Not sure	3	6.7 (%)
Disagree	10	20.0 (%)
Strongly disagree	4	6.7 (%)
Total	50	100.0

Source: primary data

Table 4.11 shows that 40 percent of the respondents strongly agreed that parental separation have affected the performance of children in secondary schools, 23.3 percent agreed 3.3 percent not sure and 16.7 percent strongly disagreed. Majority of the respondents strongly agreed. This implies that, following a parental separation, most children live in the primary custody of one parent, although joint custody arrangements have become increasingly common over recent years

Table: 10 Lack exposure

	Frequency	Percent
Strongly agree	17	34
Agree	21	42
Not sure	10	20
Strongly disagree	2	4
Total	50	100

Source: primary data

Table 4.12 shows that 42% respondents agreed that lack exposure is also a challenge affecting the performance of children in selected secondary schools in Makindye Sabagabo, 34% strongly agreed 20% not sure and 4% strongly disagreed. Since the majority strongly agreed this implies that, children also lack exposure both to an adult male role model and to the skills and processes involved in a committed adult relationship, including such things as communication, negotiation, compromise and expression of intimacy.

4.4 Findings on the possible solutions to the challenges facing the Performance of students

The study thought to examine the possible solutions to the challenges facing the Performance of students according to respondents and various responses was obtained as showed in table below.

Table: 11 possible solutions

	Frequency	Percent (%)
Organize periodic programs	30	60.0 (%)
Mother's education is influential	13	26.0 (%)
Support to their children in terms of schooling	13	14 (%)
Total	50	100.0

Source: primary data

Table 4.11 shows that 60 % of the respondents strongly agreed that organize periodic programs can solve the challenges facing the academic performance of students, 26% agreed on mother's education is influential while 14% support to their children in terms of schooling. Majority of the respondents strongly agreed. This implies that, Social Work Agencies should organize periodic programs for couples aimed at curbing divorce knowing very well that intact families offer numerous benefits to children in their schooling and the government should therefore pay particular attention to women and how they could be resuscitated financially through the numerous women groups.

4.5 The relationship socio-economic status and academic performance of selected secondary school students

Table: 12 Showing Relationship between socio-economic status and academic performance

Correlations

		Socio-economic status	Academic performance
socio-economic status	Pearson correlation	1.000	.837**
	Sig. (2 tailed)	.	.025
	N	50	50
Academic performance	Pearson correlation	.837**	1.000
	Sig. (2 tailed)	.025	.
	N	50	50

**.Correlation is significant at the 0.05 level (2-tailed).

From the computation above, the findings indicate that socio-economic status affects the Academic performance levels by 0.05. This is positive significant relationship ($r = 0.837$) implying that if socio-economic status does perform its functions very well, Academic performance will be highly affected positively and when socio-economic status are not well performed, performance measurement will be highly affected negatively.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings, discussion, conclusions based on research objectives.

5.1 Summary of the findings

5.1.1 The effects of social-economic status on the Performance of students

This study found that, (66.7%) agree that Parents' Level of Education affects children's Academic performance of students. 26.7% disagrees, and 6.7% were not sure. This implies that Pupils with families where parents have less education tend to systematically perform worse than pupils whose parents have more education. According to Nannyonjo (2007) pupils with parents who did not finish primary or just finished primary, pupils with parents who finished senior four or senior 6 or university performed considerably better. The highest increase in test scores was for pupils whose fathers had a university degree. Compared to earlier research, for example by Hanushek, found mother's education has a significant effect on pupils test scores. The study further revealed, 20% of the respondents strongly agreed that most significant negative effect of increasing female labor force participation is on the cognitive achievement of children of employed women. 36% agreed, 6% were not sure, 2% disagreed and 13% strongly disagreed. Majority of the respondents agreed. This implies Parents' Occupation and maternal employment neither affects the quality of the mother-child relationship, nor the Performance of students of children measured in test scores.

Also, 20% of the respondents strongly agreed that socioeconomic status may therefore be linked to family structure. 36% agreed, 6% were not sure, 2% disagreed and 13% strongly disagreed. Majority of the respondents agreed. This implies that as sole parent families on average have lower levels of income, are headed by parents with lower Academic performance of students, parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families

Results in table 4.10 above indicate that 56.7% of the respondents strongly agreed that the importance of the type of school a child attends helps in influencing educational outcomes, 23.3% agreed, 3.3% were not sure and 16.7% strongly disagreed. Majority of the respondents strongly agreed. This implies that, the type of school for students from independent private schools are also more likely to achieve higher end of school scores. Thus youth have found that students attending private non-Catholic schools were significantly more likely to stay on at school than those attending state schools (Long et al., 1999; Marks et al., 2000). Students

from independent private schools are also more likely to achieve higher end of school scores (Buckingham, 2000).

5.1.2. The challenges facing the Performance of students

This study found that 40 % of the respondents strongly agreed that parental separation have affected the performance of children in secondary schools, 23.3% agreed 3.3% not sure and 16.7% strongly disagreed. Majority of the respondents strongly agreed. This implies that, following a parental separation, most children live in the primary custody of one parent, although joint custody arrangements have become increasingly common over recent years. Also, 42% respondents agreed that lack exposure is also a challenge affecting the performance of children in selected secondary schools in Makindye Sabagabo, 34% strongly agreed 20% not sure and 4% strongly disagreed. Since the majority strongly agreed this implies that, children also lack exposure both to an adult male role model and to the skills and processes involved in a committed adult relationship, including such things as communication, negotiation, compromise and expression of intimacy.

5.1.3 Possible solutions to the challenges facing the Performance of students

The study further revealed that 60 % of the respondents strongly agreed that organize periodic programs can solve the challenges facing the academic performance of students, 26% agreed on mother's education is influential while 14% support to their children in terms of schooling. Majority of the respondents strongly agreed. This implies that, Social Work Agencies should organize periodic programs for couples aimed at curbing divorce knowing very well that intact families offer numerous benefits to children in their schooling and the government should therefore pay particular attention to women and how they could be resuscitated financially through the numerous women groups.

5.3 Conclusion

One of the biggest problems with children in today's society is youth apathy. Parental involvement in school can help solve this problem by emphasizing the importance of a good education, and getting their children excited about learning. "For most children to succeed in school, their parents' interest in their learning is of paramount importance. But this interest ought to be with what happens on a daily basis, because this is how the child lives, and this is how he understands his life. The essential ingredient in most children's success in school is a positive relation to his parents." (Bettelheim, 1987) Parents' personal educational backgrounds and economic backgrounds have a significant effect on their children's education. However, if parents are a positive influence in their Children's everyday lives, and most importantly in their everyday education, the future of our society will look brighter and brighter every day.

5.4 Recommendations

Based on the findings, the following recommendations are hereby proffered. The main policy prescriptions of this study are that;

The findings of study have revealed that, women who are married tend to have children who have attained high academic attainment. The researcher recommends that, the Social Work Agencies should organize periodic programs for couples aimed at curbing divorce knowing very well that intact families offer numerous benefits to children in their schooling.

This study also showed that, women are mostly instrumental in the academic attainment of children. The mother's education is influential to some extent on the children's academic attainment.

It was also realized from the study that, occupations of parents was significantly related to child academic attainment. Parents are to be encouraged despite their occupations to give their support to their children in terms of schooling.

The study also found out that, economic status of women had a significant relationship to the academic attainment of the children. Government should therefore pay particular attention to women and how they could be resuscitated financially through the numerous women groups in Ghana though the high economic status of some women did not really mean that they automatically had children with high academic attainment.

5.4. Areas of further research.

Basing on the findings of the study the researcher suggested the following areas for further study:

This study does not serve as the end to establishing relationships between socio-economic status and academic performance. Further studies could investigate into the reasons culminating in the level of education of the child of such mothers.

A qualitative study involving interviews could be conducted to complement the quantitative method employed in these studies to probe more into issues such as how ethnicity of a parent would for example influence the academic attainment of the children. Are there boundaries on ethnic lines, religious lines, thus preventing or promoting higher academic attainment? These and other questions could be answered in further studies involving children academic attainment in the context of Africa and Uganda precisely.

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APPENDIX I
QUESTIONNAIRE

I am **Munina Jane** a student of Kampala international University Uganda. I am doing a research project on “the effects of social-economic status on the Performance of students in selected secondary schools in Makindye Sabagabo”. This study is for academic purpose only. Please read and make you have understood the questions.

SECTION A: Bio data of respondent

1. Gender

a) Male ☐ b) Female ☐

2. Marital status

b) Married ☐ b) Single ☐ c) other (specify).....

3. Age

- a) 20 -29 years ☐
- b) 30 -39 years ☐
- c) 40 -49 years ☐
- d) 50-59 years ☐
- e) Above 60 years ☐

4. Education level

- a) Post graduate ☐ b) Certificate ☐
- c) Diploma ☐ d) Degree ☐
- e) Above degree ☐

5. Position held at the sub-county

- a) Local council leaders ☐ b) Business Operators ☐
- c) Religious leaders ☐ d) peasants ☐
- e) Any other, specify.....

6. Duration in the Organization

a) Less 1year ☐

b) 1-5yr ☐

c) 5-10yr ☐

d) Above 10yrs ☐

SECTION B) QUESTIONNAIRES

To what extent do you agree with the following statements on the effects of how social-economic status can affect Performance of students in selected secondary schools in Makindye Sabagabo? Please choose as most appropriate.-

1 Strong Agree 2 Agree 3 Disagree 4 Strongly Disagree 5 Uncertain

Part A: Effects of social-economic status on the Performance of students

Parents' Level of Education	1	2	3	4	5
In your own view, Parents' Level of Education affects children's Academic performance of students					
Pupils with families where parents have less education tend to systematically perform worse than pupils whose parents have more education					
Socioeconomic Determinants of Primary School Dropout found that High Academic performance of students of a mother and father significantly reduces chances					
Mother's education has a significant effect on pupils test scores					
Parents' Occupation					
In your view, most significant negative effect of increasing female labor force participation is on the cognitive achievement of children of employed women					
Do you think, maternal employment neither affects the quality of the mother-child relationship, nor the Performance of students of children measured in test scores					

Part B: The socio-economic benefits on the Performance of students

Economic Status of Parents	1	2	3	4	5
Do you think child's needs are not properly addressed. his learning ability could be affected due to lack of motivation					

Homes has been identified as an overwhelming factor affecting student's performance academically					
Direct effect from parents' education and that family income has little if any direct effect on achievement					
Income level and poverty might be stronger predictors of children's cognitive outcomes					
Do you think child's needs are not properly addressed, his learning ability could be affected due to lack of motivation					
Family Structure					
In your view, socioeconomic status may therefore be linked to family structure					
As sole parent families on average have lower levels of income, are headed by parents with lower Academic performance of students					
parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families					
custodial parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline					
child outcomes are mediated through parenting stress and family interaction patterns					
Type of School					
On your opinion, SES variables continue to influence Academic performance of students even after controlling for different school types					
Students from independent private schools are also more likely to achieve higher end of school scores					
In your view, private schools are more likely to have a greater number of students from high SES families,					
Ethnicity					
The ethnic background or immigrant status of parents is also an important mediating variable on the influence of SES on children's educational performance					
Children from these communities did well despite coming from low SES backgrounds					
The negative effects of SES were not ameliorated in the academic performance of children from immigrant communities with low levels of social capital					

Part C: The challenges facing the Performance of students

challenges facing the Performance of students					
In your view, following a parental separation, most children live in the primary custody of one parent, although joint custody arrangements have become increasingly common over recent years					
In your opinion, there are a range of a priori reasons to hypothesize that the absence of the father from the home might have a negative impact on children's wellbeing.					
Children will also lack exposure both to an adult male role model and to the skills and processes involved in a committed adult relationship, including such things as communication, negotiation, compromise and expression of intimacy					
children whose parents separated do worse than children who have experienced a parental bereavement					
Remarriage generally results in an improvement in economic circumstances					

Part D: Possible solutions to the challenges facing the Performance of students

The solution to the refugee on Social development					
In your view, Social Work Agencies should organize periodic programs for couples aimed at curbing divorce knowing very well that intact families offer numerous benefits to children in their schooling.					
In your opinion, the mother's education is influential to some extent on the children's academic attainment					
Women are to be encouraged despite their occupations to give their support to their children in terms of schooling					
Government should therefore pay particular attention to women and how they could be resuscitated financially through the numerous women groups					

APPENDIX III: BUDGET ESTIMATE

Items	Number of Items used	Cost per Item	Amount (Shs)
Pens	10	500	5000
Ream of paper	1	15000	15000
Flash disk	1	70000	70000
Printing and binding			60000
Motivation and Refreshments			50000
Miscellaneous		70000	70000
Total			270000

APPENDIX IV: TIME FRAME

ACTIVITY	FEB	MARCH	APRIL
Topic formulation			
Introduction writing			
Literature review writing			
Methodology			
Typing and correction			
Reviewing			
Final copy formulation			