

**AN ASSESSEMENT OF THE PARENTS SOCIO-ECONOMIC STATUS AND
PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS IN UGANDA
CASE STUDY: NYAMITANGA DIVISION MBARARA MUNICIPALITY**

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DECLARATION

I, **Atuhaire Anati Tumwine** do hereby declare that this Dissertation on the “**on the assesement of the parents socio-economic status and the academic performance of students in secondary schools**” is of my own work and to the best of my knowledge, has never been submitted to any Learning institution for any award. Therefore, all materials in this paper that is not my own, has been fully acknowledged and I will responsible for any action taken.

Signed.....


Atuhaire Anati Tuwine

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Date:.....

CERTIFICATION

I **Atuhaire Anati Tumwine** certify that carried out this research on the parents socio-economic status and the performance of students in secondary schools in Nyamitanga Division Mbarara Municipality in Western region and has been under my supervision in the Department of Social work and Social Administration, in Faculty of Social Sciences, . It is now ready for submission to the examiners of Kampala International University, Uganda with due approval.

Signed.....

Miss Namajja Khawa

Date: 01-10-2008

DEDICATION

This research is dedicated to Mr Elias Tumwine and the whole family and my friends who supported me during my stay at school.

ACKNOWLEDGEMENT

It is hard to restrict myself on whom to acknowledge and not, because every body contributed to my success both in spiritual, financial, social and psychologically it is important to send a vote of thanks to everyone who thought of me during my stay at school. However it could be negative wish but it came to be a blessing in disguise. No that is just a slip of the pen.

Allow me to send my sincere gratitude to the following people: first and foremost My supervisor **Namajja Khawa** for her intellectual advise, father for his parental guidance. Thanks.

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Definition of key terms.

Education: Education can be formal or informal. It is the transmission of knowledge from one person to another or from an instructor to the trainee or the learner.

Socio-economic status: The social and economic positions of an individual. The welfare of individuals in the society.

Sex education: the training of young girls and boys about sex orientation or issues concerning sex in families and schools.

Decision making: ability to take action on your own and you are responsible for those actions.

Family: is a group united by marriage, blood and or adaptation in order to satisfy intimacy needs and bear and socialize children.

Domestic violence: any form of abuse a family member subjects to another member. It may be physical or emotional or psychological.

Economic activities: income generating activities for wealth creation

Empowerment: a process through which men, women, boys and girls acquire knowledge and skills, and develop attitudes to critically analyze their situations and take appropriate action to improve their status or that of the marginalized groups in society

Gender: socially determined power relations, roles, responsibilities and entitlements for men and women; girls and boys

Gender discrimination: unequal preferential treatment to individuals or groups based on their gender that result into reduced access to or control of resources and opportunities

Gender stereotyping: the assigning of roles, tasks and responsibilities to men and women, boys and girls on the basis pre-conceived prejudices

Community: refers to people, inhabitant or social group living in one area or place considered as a whole, who show genuine interest and contribute actively in the decisions affecting land access and control

Governance: is a body of persons governing a state. As used in this study, it refers to local government /state government

Abstract

This paper presented the assumption that parents' socio-economic status affects the performance of students in secondary schools in county in The major objective of the study was to assess the socio-economic status of parents and the students' performance in secondary schools Nyamitanga Division Mbarara Municipality in Western region .

The literature review consisted of the relevant literature from the previous authors, documentary reviews, journals and the internet literature. The literature reflected on the parents' socio-economic background and the students' performance.

The study used descriptive design in which the qualitative and quantitative methods were used. The sample size was sixty respondents. The data instruments included the use of Questionnaires, observation, and interviews.

The study findings show that the parents' socio-economic background influences the students' academic performance. The study also indicated that other factors too contributed the academic performance of students.

The recommendation was that the government should mobilize resources to facilitate the students' welfare in the secondary schools so as to increase their academic performance.

The conclusion was that in order to harmonize students' performance, then the parents socio-economic status should be uplifted. However it was noted that despite the parents' socio-economic performance, other factors also had an impact on the students' performance in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study

Education is a process of learning and acquiring useful knowledge, skills, attitudes and good values it involves change of behavior. (Picus l,2001).

Education enables people to become more productive members of the society of both as citizen sharing in democratic processes and as in the economy. It also helps people to develop and appreciate their cultural heritage and live more satisfying lives. Picus L (2001).

Socio-economic status is the study of the relationship between economic activity and social life of people. (en Wikipedia Org/ wiki Social economic – status 2kk). Parental socio-economic status directly affects the academic performance of children. Families enjoying high status are capable to provide their children the best available facilities. The families with low socio-economic status are incapable to do so due to socio-economic constraints. In this research attempt has been made to find the relationships between the two variables

Almost every year good schools in town which are highly facilitated by rich town people perform better than those in rural areas or any other school characterized by low income levels people are found.

Education is one of the most important aspects of human resource development. Therefore poor performance may result into children having a low self esteem, significant stress, to parents and many other effects. Picus (200)

There are many reasons for the students to perform poor such as mental problems, below average intelligence, specific learning disabilities, emotional problems, poor social – economic cultural home environment are/many others.

Education is very important to every body and so all children have the right to achieve their academic potential. It is generally noticed at least 20% of the children in a classroom who get poor marks are not well facilitated “Scholastically” (Ogww. 1994).

Every society has social class level. These classes significantly determine the social environment and power of the individual in every community.

People are distinguished in terms of what they possess. David, Korech, etal 1989}

A school is a combination of students from families with different social economic status. This leads to differences in performance of secondary school students.

Throughout the world social economic status and academic performance have been of great concern. In Nyamitanga Division the Phenomena is prevalent. In this area we have different schools which can for example be categorised as the high cost schools and low cost schools. The study is intended to examine the relationship between the social economic status and academic performance. This research will be intended to explain how social class level differences are likely to affect the academic performance of secondary school students.

The extent to which socio-class levels affect the academic performance of students low cost schools, besides the fact that in those schools termed as the high cost schools, there are students who perform poorly in their academic studies. The number in this case is minimal compared to the low cost schools.

The situation is even worse if we consider their surroundings and neighborhoods.

Nyamitanga Division is comprised of two types of residential areas for example a good number of families are located in the slum areas of Nssikye, Kafunda and cape villas; other families are located strategically in areas where most of the rich people of Nyamitanga live and it is with in these areas that a good number of status are coming from.

Depending on the above note, one should put into consideration which group of people is characterized by a given area and what are the characteristics of that area, what impact does it have on its residents.

In my own opinion slum areas of Nyamitanga are characterized by many people living in a small area, poor people, a lot of sound pollution from video make shift halls, unacceptable behavior such as drug abuse and poor hygiene, on the other hand

people from areas of the rich have little of the above characteristics. Bowring from the above background the researcher intends to find out the extent to which social economic status effects students performance in Nyamitanga Division.

1.2 Statements of the problem

It has been evident that most secondary schools perform differently academically. Various reasons can be advanced for such difference. Examples include schools environment, reading culture, reading materials, lack of qualified teachers and a conducive learning environment. There is a need to find out to what extent is the socio economic status affects the students' performance in Nyamitanga Division.

1.3 Objectives of the study

1.3.1 General Objective

Top assess Parents socio-economic status and academic performance of the students in secondary schools

1.3.2 Specific Objectives

- To find out the extent to which socio-economic status of parents affects academic performance
- To identify other factors that affects academic performance
- To find out what can be done to improve on the performance of students from families of low socio-economic status and how will the benefit such students.

Research Questions

- What is the relationship between parents' socio-economic status and academic performance of students in Nyamitanga Division?
- Do other factors such as absenteeism, environment and many others have an impact on the student's academic performance?
- What can be done to improve on the academic purpose of students from families of low socio-economic status, and how will the benefit such students?

1.4 Purpose of the Study:

The study is to investigate the extent to which socio economic status of parents' affects student's academic performance in Nyamitanga Division

1.5 Scope of the Study

The study will be carried out from private and government, day and boarding schools Nyamitanga Division Mbarara Municipality in Western region of Uganda. The study will focus on finding all the extent to which parents socio-economic affects the academic performance of students, other factors that affect academic performance, what can be done to improve on the performance of students from families of low socio-economic status.

1.6 Significance of the Study

The research will help teachers in the educational system to understand their students' differences in terms of social strait and look for way on how to help them in their studies.

The study will enable students to understand their parents' social strait and the effects of their family's socio-economic status to their academic performance.

The research findings will help the parents to fully understand their social responsibilities and realize how their children up bringing can affect their academic performance.

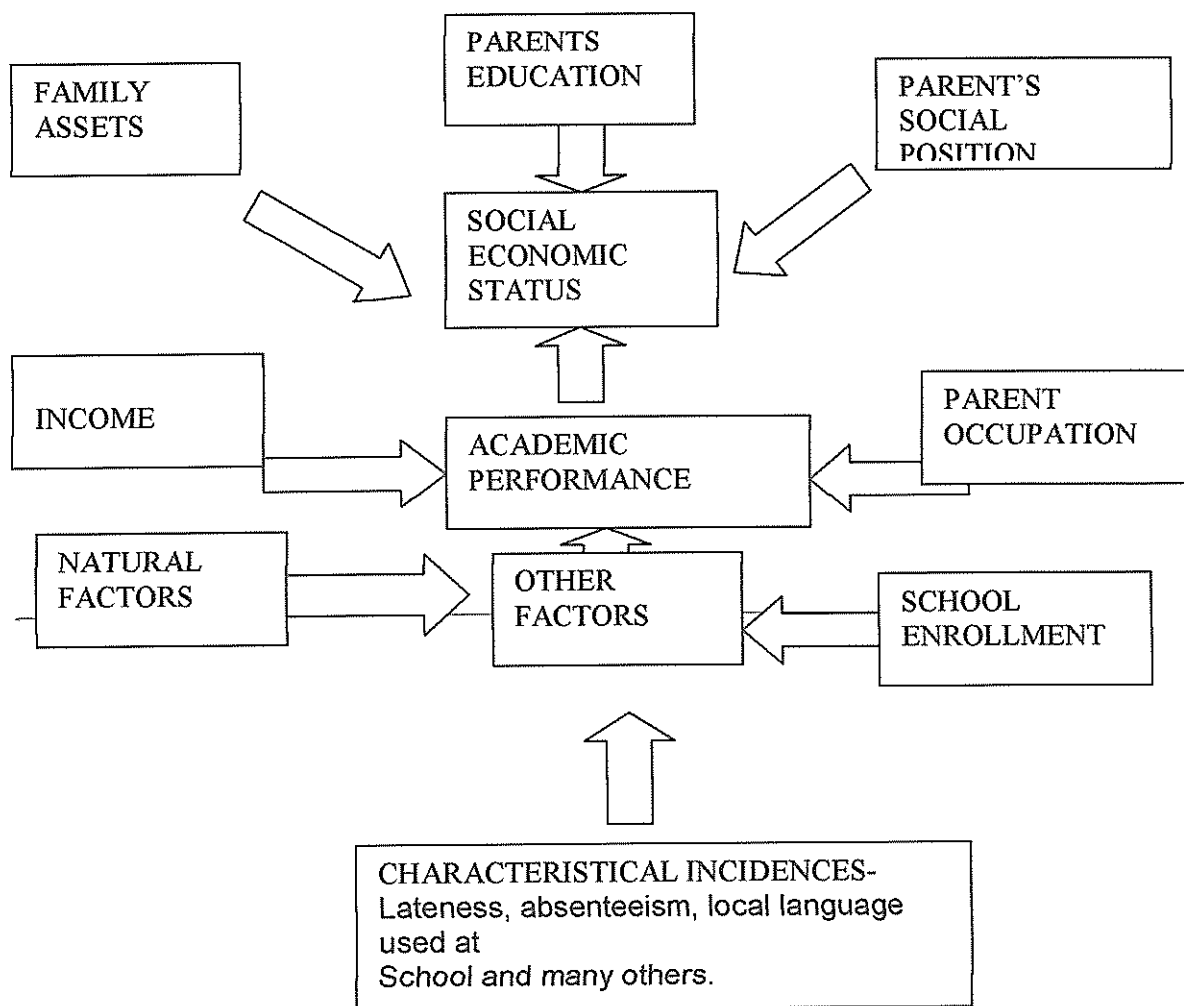
The research findings will enable parents to plan for their children depending on their socio-economic status.

The study will also help students to understand socio-economic status and develop the skills of data collection for further academic qualification.

The research study serves as a partial fulfilment for the award of a Bachelors degree of Social Work and Social Administration.

The research findings will help the stake holders to Measure the rate of the parents social responsibility. This will help the school managers to; discover how much they have done and what more they can do for society to fight the big differences in the academic performance.

1.7 The Conceptual Framework.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is composed of revealed works of different authors on the issue of socio-economic status and academic performance, other factors that affect academic performance and what can be done to improve on the academic performance of students.

The factors to be considered are parent's level of education, parent's income, family assets, parent's occupation and their incomes. All these factors contribute to the impacts of academic performance differences. Besides the socio-economic factors, there are also many other factors which affect student's performance and these include; the natural factors such as climate and weather, heredity, gender and culture. There is also the school environment.

Parental socio-economic status directly affects the academic performance of children. Families enjoying high status are capable to provide their children the best available facilities. The families with low socio-economic status are incapable to do so due to socio-economic constraints. In this research attempt has been made to find the relationships between the two variables

A family's socio-economic status is based on its income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's perception of the family (Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein, 1993). Families with high socio-economic status are more successful in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality childcare, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional and cognitive development. In addition,

families with high socio-economic status often seek information to help them prepare their young children for school.

Crnic and Lamberty (1994) discuss the impact of socio-economic status on children's readiness for school: "The segregating nature of social class, ethnicity, and race may well reduce the variety of enriching experiences thought to be prerequisite for creating readiness to learn among children. Social class, ethnicity, and race entail a set of 'contextual givens' that dictate neighbourhood, housing, and access to resources that affects enrichment or deprivation as well as the acquisition of specific value systems." Ramey and Ramey (1994) described the relationship of family socio-economic status to children's readiness for school: "Across all socio-economic groups, parents face major challenges when it comes to providing optimal care and education to their children. For poor families, these challenges can be formidable.

Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing, and health care. Educational toys, games and books may appear to be luxuries, and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development. Even in families with above-average incomes, parents often lack the time and energy to invest fully in their children's preparation for school, and they sometimes face a limited array of options of high-quality child care – both before their children start school and during the early school years"

Families with low socio-economic status often lack the financial, social, and educational supports that characterise families with high socio-economic status.

Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunisations and nutrition. Zill, Collins, West and Hausken (1995) state that, "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions

regarding their young children's development and learning. As a result, children from families with low socio-economic status are at a greater risk of entering kindergarten unprepared than their peers from families with median or high socio-economic status.

Children from lower class tend to choose schools that have lower standard than those middle-class youth choose. "Children from lower class families more often than middle-class aspire to schooling they do not expect to be admitted, but the fact that lower-class siblings realise the remoteness of reaching their goal makes them lower their level of aspirations" (Reynolds, 1991). These poorer class students may have superior ability; they are just not offered the same opportunities that those from higher classes are offered.

According to Barber (1992), socio-economic status impacts parental efficacy and aspirations, therefore indirectly influencing their sibling's educational future. Doge (1994) states that economic hardships affect student's academic achievement through the influences of family processes because it can prevent parents from protecting children from risky environments that can compromise successful development. If economic hardships persist, children may be forced to part-time work in unhygienic environmental conditions to support the needs of their family. "When time is spent working, it displaces academic activities such as homework and engagement in other school-related activities" This displacement results in a decreased interesting school, academic performance and it lowers their personal academic aspirations. "Students who are less able and have achieved at lower levels in the past are more likely to work longer hours, and, in turn, their present achievement is further negatively affected"

Many studies have found social class to be the single most effective predictor of achievement in school. As Robert James Parelius and Ann Parker Parelius (1987) put it: "Whether we look at scores on standardised ability or achievement tests, classroom grades, participation in academic, involvement in extracurricular activities, number of years of schooling completed or enrolment in or completion of college and professional school, children from more socio-economically advantaged homes outperform their less affluent peers" (256).

Aside from that fact, achievement is also affected by the experiences of the teachers for their students. There is considerable evidence that teachers expect less from lower

class students, in terms of both academic achievement and behaviour, than they expect from others. Students respond to such expectations by underachieving and misbehaving. The expectation of low achievement thus acts as a self-fulfilling prophecy: students become what they are expected to become (IBID: 293-296). Some studies show that infants' intellectual development is adversely affected if both parents work during the first year of life, but it can be enhanced by mothers who work outside the home thereafter. Therefore, many advocate more generous maternity/paternity leave (Raymond, (1991). The conclusion is that early childhood education is not a substitute for home care, but it can provide children with experiences that go beyond those received at home (Ochiltree, 1994).

Family background and academic achievement

Lower-class children live in a very different world from middle class children. The homes of the poor tend to have fewer books, newspapers, and magazines, and the parents have less education. People with low incomes are less likely to read for entertainment; thus, children in low-income homes are less likely to be encouraged to learn that vital skill. Lower classes families are also larger and are more often headed by only one adult.

Children in such families often receive less parental contact, guidance and educational encouragement. Another factor is health: Poor children are likely to be more undernourished than their middle class counterparts, and they are sick more days a year (Leonard and Lisa, 1987:634-646). And unhealthy children simply do not learn as well as healthy ones.

More positively, the academic success of children from affluent homes stems from the value their parents place on education. A number of surveys have shown that children from wealthy families want more education than children from poorer backgrounds. A part of this difference results from the fact that middle class homes place a higher value on education and long-range planning. But some of it also reflects a realistic adjustment by poor children to the fact that they have less chance of getting good education.

Considering factors such as learning resources, school policies, location (is it near the factories, town, or the road where there is a lot of noise?) learner ratio, and the teachers education experience; then the characteristically incidences such as those of lateness, absenteeism and local language that students use at school contribute to the academic performance differences

2.1 The extent to which the socio- economic status of parents affects academic performance of students in Secondary schools

Education is one of the fundamental objectives of development. It can enable people to develop as individuals, raise themselves out of poverty and to empower them so they can use other rights in the society. Judging From a macro economic perspective, education is one of the key ingredients for economic growth in a society. By raising the educational level of individuals the productivity in the economy will also be raised (Becker 1964). It is therefore not surprising that in 2000, as Millennium declaration was signed by the nations in the UN, one of the goals in this declaration is to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of at least primary schooling. Uganda has already added free secondary education to the challenge, (Cocks, 2007). Yet the performance and achievement among students from poor socio- economic backgrounds has been deplorable, (Linden, 2005).

According to Rich, (2000), poor socio- economic backgrounds imply increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work. Accordingly, this is because their parents cannot afford alternative sources of help such as hiring a maid, herdsman or a gardener. In addition, Nyanzi, (2002) points out that tuition fees is the main problem affecting the performance of students from low family backgrounds. He argues that such students are continually dismissed from school which eventually affects their performance.

Mann, (1989) asserts that students from poor family backgrounds may be forced to take on paid labour besides their studies in a bid to ease on the tuition problems. He suggests, however, that this would affect the performance and retention of such students, for example those who work for 14 hours a week. Dividing time and concentration between work and studies definitely becomes problematic.

2.2 Factors that Affect Academic Performance

The factors that affect academic performance are diverse, ranging from individual, to family and institutional abilities and organization. According to Holmes, (2003); Behrman et al., (1999) and Swada and Lokshin (2001), it is a significant factor in the academic performance of students. Holmes thus suggests that the more the father is educated the better is the performance of the student. This is because educated fathers are well aware of the importance of and the challenges in education, and thus provide their children with moral strength to perform very well. These fathers may exempt their children from doing some household activities when they were at lower grades.

However, this is contrasted with the views of Adem, (2007) who asserted that the performance of students, on the other hand, is negatively related to economic status of the fathers. That is, students having poor family background were found to perform better than those coming from rich families. The possible reason for this result may be that education is one of the means to curb down poverty and thus students coming from poor family backgrounds may study very hard to secure jobs. Besides, such students do not also have enough money to engage in other activities that take their times.

The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. He argues that this may negatively affect the performance of such students since they do not expect to complete after all. Similarly Kasente, (2004), Kakuru, (2003) explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is a means of reducing poverty. Kasente, thus, pointed out that marriage, pregnancy and sickness are major causes of poor performance and drop out among girl children while amongst the boys, they include; jobs, lack of interest dismissal and lack of fees.

Borg and Shapiro (1996) said that a student would do better in class where the student and professor had similar learning styles. On the other hand Topping (1994) had found that sitting at the back in the classroom and absence from classes negatively affect the performance. According to Topping an increase of one percent in absences

reduces the score of the final examination by 0.043%. In addition if a student develops negative attitude towards the course or towards the instructor from the beginning or before the beginning of the class, their performance in the course will be lowered, (Habte (1988). Habte concluded that performance from the past level influences current performance.

Table 1: Themes That Hinder Students' Opportunity-To-Learn

Theme	Factors, Problems and Challenges	% of Teacher Support
Personality of the Teachers	<ul style="list-style-type: none"> -Weak academic background and content knowledge for teaching -Poor attitudes to mathematics, learners and teaching -Poor teaching methods and practices (mainly teacher centred, rote and chalk and talk), teaching geared towards passing examinations). Examination pressure -Few qualified teachers 	83
Characteristics of the Pupils	<ul style="list-style-type: none"> -Negative attitudes toward mathematics -Individual differences -Home and socio-economic background -Inability to read and write -Absenteeism and dropouts 	56
Overcrowded classrooms	<ul style="list-style-type: none"> -Large class enrolment due to UPE -High pupil to teacher ratio -Inadequacy of teaching and learning materials and resources (textbooks) -Much workload for teachers 	53
Nature of the Curriculum and Syllabus	<ul style="list-style-type: none"> -Overloaded curriculum (broad: Too much content to be covered) -A subjects-congested timetable and inadequate time to teach much content -Irrelevance of the mathematics content -Examination oriented 	50
Government Policies on Education	<ul style="list-style-type: none"> -Low teacher ceiling limits per school -Recommended teacher-pupil ratio of 1:55 (but in reality ratio is one to over 80 pupils) -The policy on UPE has loopholes -The thematic curriculum has been introduced in an ad-hoc manner (technical, mathematical symbols, notation and language; and daily language) -Automatic promotion of pupils to next class 	39
Learning environment and assessment	<ul style="list-style-type: none"> -Poor reading culture -Examination focussed assessment -Lack of external support outside the school 	33

methods	-Unsuitable learning culture -Inadequate provision of infrastructure	
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Source: secondary

2.3 What can be done to improve on the performance of students from low socio-economic background?

To some extent the question of “What makes students successful in school?” is one that educational planners, administrators and teachers have been wrestling with since formal education began. It is a simple enough question but the answer is elusive, (Marzano, 2003).

As seen above, students from low socio- economic backgrounds face many challenges in the education struggles. Below the researcher tries to explore what can be done to improve on their performance.

Home atmosphere has been identified as correlating much higher with academic achievement than did any single or combined group of the traditional indicators of socio- economic status, (Marzano, 2003). Accordingly, communication between parents and their children about the schoolwork has been acknowledged as one way of improving their performance. This, according to Park, (2006) includes; parents having frequent and systematic discussions with their children regarding schoolwork; parents encouraging their children regarding schoolwork, and parents providing resources to help their children do schoolwork. This may be effective as it is less costly to the parents.

Home environment can be supplemented with loans, which would balance the education market, (Canton and Blom, 2004). This would be ideal in as far as helping the student concentrate on their studies rather than enlisting for part time work as seen above. This measure would also see students from low socio- economic families able to pay fees in time and this would enhance their academic concentration.

Therefore it is important to note that the literature reviewed has revealed the relationship between poor socio- economic background and poor student

performance. In examining how low background affect performance, I think presents a big case for this research in an attempt reveal a Ugandan perspective and suggest ways how the performance of such students can be improved upon.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter includes various sections that portray how the study was carried out. It presents the methods, techniques and procedures that were used in order to gather the required data for the study comprised of several sub sections such as: - research design, research population, sampling methods, data, collection methods, data collection instruments.

3.1 Research design

The research was based on descriptive survey. It is a non experimental study using both qualitative and quantitative methods because it is a method of investigation in which data collections can be analyzed.

3.2 Sources of Data

The sources of data for this research were both Primary and Secondary sources

- **Primary source;** Is described as the data that is observed and recorded by the researcher for the first time to her knowledge and data was collected by using questionnaires method. Primary source of data was collected directly from the field

- **Secondly source.** This provided data by reading related documents, and by visiting public libraries, published material, journals pamphlets and the internet.

3.3 Data Collection Methods and Instruments

The researcher used structured questionnaires, interview guide and documentary analysis In the process of collecting primary and secondary data, the selection of these tools were guided by the nature of data that was required, as well as by the objectives of the study.

3.3.1 Questionnaires

Questionnaires were structured in the way that aims at getting all the necessary data from respondents. This method was used because it's helpful in obtaining specified

quantitative and qualitative information with accuracy and completeness. They are cheap to administer and are convenient for collecting data from such a large population within a short period.

3.3.1 Documentary Review

This method involved reading documents related to SES and It is advantageous because it enabled the researcher to get first hand information through critical examination of recorded information.

3.3.3 Interviews

The research asked questions and discussed them with selected respondents from those schools. This enabled the researcher to obtain more detailed information about the problem.

3.4 Study Sampling Procedure

The study employed simple random sampling where a sample was selected without bias from accessible population. And this was due the fact that each member of the target population has an equal and independent chance of being included: And stratified sampling for management and staff for proper representation of sub groups and this ensured equitable representation of the population in the sample .This was to ensure that correct and reliable information is got from the relevant people.

3.4.1 Sampling Frame

The study was carried out in Nyamitanga division Mbarara District as a case study and the sample unit will include staff, parents and students. The case study parameters are determined by the fact that it's impossible to include students, staff and parents in Mbarara District.

3.4.3 Sample Selection

Due the nature of this study which is heterogeneous, the sampling frame will include teachers, parents and students. The sample size will be determined using simple random election and solven's Formula and the sample selection for students will be arrived at using simple non-probability purposive judgment sampling technique and stratified sampling for parents and staff.

3.5 Data Analysis

The researcher used tables to show performance/ scores, were used to present data. Responses from interviewees were qualitatively analyzed and the research carried out critical examination to every response and in order to get meaning and relate it to the topic of the study.

3.6 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration and procedures to be followed, and be in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

3.7 Challenges

- Respondents are some times not forthright in answering questions this was overcome by giving them reasonable assurance that the responses will be strictly for academic purposes.
- Difficulty in accessing the respondents due to their busy schedules however the researcher used multiple skills like call back, re-arranging appointments.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0: Introduction

This chapter shows how data was analysed and interpreted. Tables have been used, showing scores, frequencies and percentages.

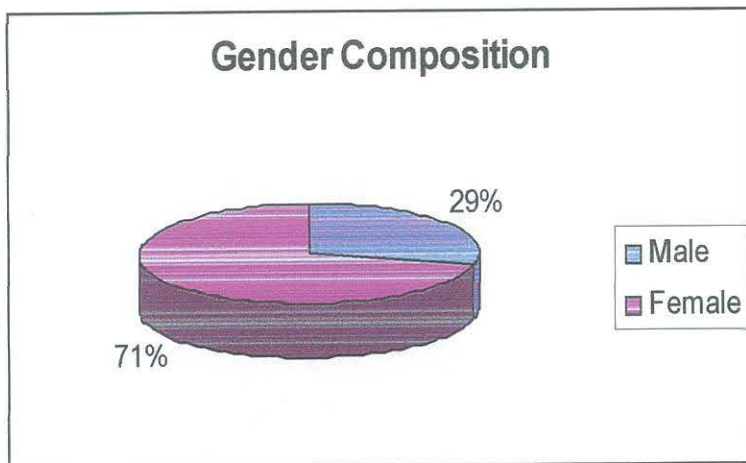
Table 2: Gender Composition

4.1 Gender Composition

Gender	Frequency	Percentage
Male	26	28.89%
Female	64	71.11%
Total	90	100%

Source: primary data

Figure 1: Gender Composition



Source: primary data

The findings show that majority of the respondents were female. Female respondents were easily accessible by the researcher. Female respondents Represent 71.11% while male 28.89%. Studies that have been conducted by other researchers on population have also shown that Uganda has more females than males.

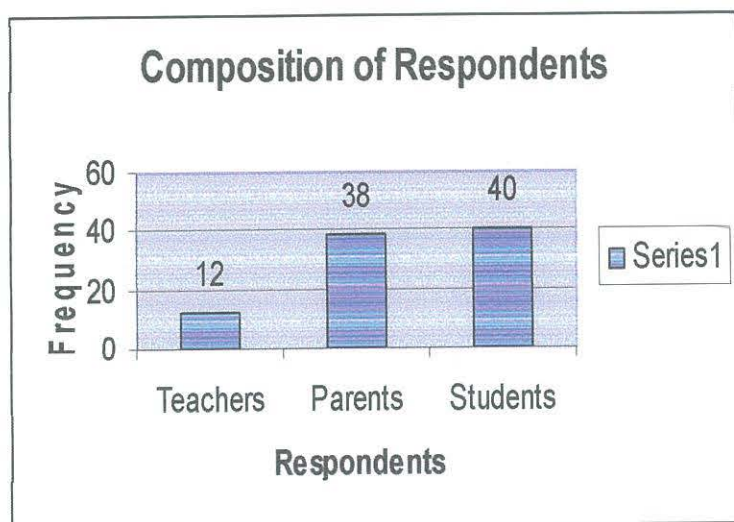
4.2 Composition of Respondents

Table 3: Composition of Respondents

Respondents	Frequency	Percentage
Teachers	12	13.33%
Parents	38	42.22%
Students	40	44.44%
Total	90	100%

Source: primary data

Figure 2: Composition of Respondents



Source: primary data

The respondents composed of teachers who represent 13.33%, parents 42.22%, and students 44.44%. Students take the highest percentage because they understand better how the current economic status of their parents/ guardian will determine their academic performance.

Respondents per school

Name of school	No of teachers	No of students
St JOVOC	4	16
Mary hill high school	3	10
Nyamitanga sec school	3	14
Shuuada high school	2	10
Total	12	40

Source: primary data

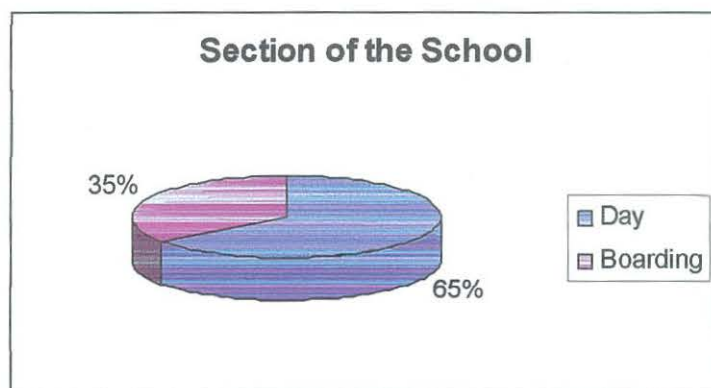
Table 4: Section of the School

4.3 Section of the School

Section	Frequency	Percentage
Day	26	65%
Boarding	14	35%
Total	40	100%

Source: primary data

Figure 3: Section of the School



Source: primary data

The findings of the study reveal that the majority of the students are in day section. This is represented by 65% and those in boarding section represent only 35%. This

study therefore reveals that majority of the parents can not afford to take their children in boarding, given their social economic status.

4.4 Social Economic Status of Parents

Table 5: Social Economic Status of Parents

Income status	Score	Percentage
Civil servant	4	10.53%
Business person	8	21.07%
Farmer	5	13.16%
Peasant	16	42.11%
Casual labourer	5	13.16%
Total	38	100%

Source: primary data

The findings of the study reveals that majority of the parents are peasants represented by the highest percentage of 42.11%. This therefore means that these parents can't afford most of the requirements for their children to be in a better condition to perform better at school. The study also reveals that 21.07% of the parents are farmers. However their level of farming is at the peasantry level. Casual labourers represent 13.16%. These earn a minimal wage, insufficient for the family needs and catering for children in school. Civil servants very few and represent only 10.53%. Civil servants have stable monthly income and they can afford to provide scholastic materials and other requirements for their children in schools.

4.5 Factors Affecting Academic Performance

Table 6: Factors Affecting Academic Performance

Factors	Score	Percentage
Lack of enough scholastic materials	79	87.78%
Lack of meals at school	68	75.56%
Poor diet	46	51.11%
Absenteeism	83	92.22%
Lateness	77	85.56%
Family back ground	80	88.89%
Social functions	62	68.89%

Source: primary data

The findings of the study reveal that a number of factors affecting academic performance in schools. The findings show that absenteeism 92.22%, family back ground 88.89% and lack of enough scholastic materials 87.78% are highly rated factors affecting academic performance. Lateness 85.56%, social functions 68.89%, and poor diet at school 51.11%, have also been rated as affecting academic performance. This means that if all these factors affect a particular student or a number of them individually, then their academic performance will be affected, and will lead to poor academic performance.

Table 7: Other Factors That Affect Academic Performance

4.6 Other Factors That Affect Academic Performance

Factors	Score	Percentage
Physical structures	80	88.89%
School rules and regulation	57	63.33%
Parent – teacher relationship	60	66.67%
Teachers absenteeism	78	86.67%
Limited inspection by government	82	91.11%
Walking long distance	60	66.67%

Source: primary data

The findings of the study reveal that other than factors that are directly associated with the social economic status the table above show other factors that affect academic performance of students in schools. Limited government inspection of schools 91.11% and Physical structures/ the learning environment 88.89% are the major factors that negatively affect student's performance in schools. This means that government officials rarely visit schools to inspect how the teachers are performing. This help limit teacher's absenteeism in schools. Teacher's absenteeism is also highly rated with 86.67% as one of the causes of poor academic performance in schools. Further the study reveals that parent-teacher relationship, walking long distance both representing 66.67% and school rules with 63.33% also affect student's academic performance. Respondents revealed to the researcher that they walk long distance to and from school on a daily basis. It was further revealed they don't have means of transport other than walking. This will affect them because such distances make them tired.

Table 9: Measures To Improve Academic Performance

4.8 Measures to Improve Academic Performance

Measures	Score	Percentage
Provision of scholastic materials	83	92.22%
Parent teacher- Teacher cooperation	78	86.67%
Provision of meals	83	92.22%
Strict rules on absenteeism	75	83.33%
Improve on physical structures	68	75.56%
Experienced teachers	72	80.00%
Better pay for teachers	75	83.33%

Source: primary data

The findings of the study show that a number of measures can be put in place in order to improve on academic performance of students. Provision of scholastic materials and meals to students these are highly ranked factors among all factors. These measures are both rated 92.22%. The provision of scholastic materials is mandatory to both parents and schools. Students who can not afford such materials like text books can only have chance to get them at school. The researcher also found out the in some schools student don't have meals. The provision of meals is required so as to help student learn well. When students are hungry, they may not be in position to learn well

The findings of the study further show that improvement parent-teacher relationship is important to help improve student's academic performance. Parent teacher relationship is rated 86.67%

Strict rules on absenteeism and improvement in teacher's pay are both shown by the same rate of 83.33%. Rules on absenteeism should to both student and teachers. The findings reveal that even teachers absent themselves from duty. This affects student's academic performance directly.

Academic Performance of students

Schools/ years	Grade A	Grade B	Grade C	Grade D	Grade E	Total
St JOVOC						
2005	51	28	19	4	2	104
2006	49	30	15	6	3	103
2007	55	22	11	3	0	91
Mary hill high school						
2005	48	32	9	6	1	96
2006	50	31	10	2	2	95
2007	44	26	6	3	2	81
Nyamitanga sec school						
2005	21	34	6	2	5	71
2006	16	40	12	3	8	79
2007	22	37	10	4	3	76
Shuuada high school						
2005	19	27	32	8	9	87
2006	20	19	28	3	3	73
2007	22	23	27	4	3	79

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of major findings

This chapter provides the summary, conclusions and recommendations of the study.

First, that the teacher's personalities and experience pose problems that deprive pupils from opportunity-to-learn due to their attitudes, teaching methods and academic background.

Second, that the characteristics of the students oppose their own opportunity-to-learn due to their attitudes, home and socio-economic backgrounds, absenteeism, lateness.

Third, shortage of adequate instructional materials, high student to teacher ratio minimises possibilities of individual attention to the students in class

. Fourth, that the nature of the curriculum and the syllabus gives the teachers and pupils too much content than they can chew within limited time available.

Fifth, that government policy on education like on teacher ceiling limits, the thematic curriculum and so on deprive pupils of enough teachers to cover their course.

Finally, that the learning environment and assessment methods drive teacher to water down the curriculum to meet the examinations requirements. It would be interesting to examine these identified factors.

Children from lower class tend to choose schools that have lower standard than those middle-class youth choose. "Children from lower class families more often than

middle-class aspire to schooling they do not expect to be admitted, but the fact that lower-class siblings realise the remoteness of reaching their goal makes them lower their level of aspirations

More positively, the academic success of children from affluent homes stems from the value their parents place on education. A number of surveys have shown that children from wealthy families get better education than children from poorer backgrounds. A part of this difference results from the fact that middle class homes place a higher value on education and long-range planning. But some of it also reflects a realistic adjustment by poor children to the fact that they have less chance of getting good education

Lower-class children live in a very different world from middle class children. The homes of the poor tend to have fewer books, newspapers, and magazines, and the parents have less education. People with low incomes are less likely to read for entertainment; thus, children in low-income homes are less likely to be encouraged to learn that vital skill.

Lower classes families are also larger and are more often headed by only one adult. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunisations and nutrition

5.2 Conclusion

The social economic status of parents is partly responsible for the academic performance of students in schools. Inadequate Government inspection of schools

which give chance to teachers to absent themselves and also dilute the curriculum to rush through the syllabus leaving students when they have not understood the subject matter.

There weak or no rules and regulations on absenteeism in schools, students and teachers who absent themselves are left unpunished. As result there is a lot of absenteeism in schools which affect student's academic performance.

Family background is another important factor found to be significant in this study, although it had not been considered in the previous studies. The more the father is educated the better is the performance of the student. This may be due to the fact that educated fathers are well aware of the importance of and the challenges in education, and thus provide their children with moral strength to perform very well.

5.3 RECOMMENDATIONS

First; the government should provide enough scholastic materials to schools to enable students from poor families to access them.

Second; the government through the ministry of education should formulate and implement strict rules and regulations on absenteeism on both teachers and students, especially in USE schools.

Third; the government should enforce rules on parents who deliberately keep their children home performing home duties. This will reduce on absenteeism.

Fourth; the government and donor agencies should come in to help the poor families with income generating activities or resource to enable them to provide necessary scholastic materials to their children.

A replication of the study reported here to a larger sample might yield different results. The implications of the problems and challenges identified in this study beg for further research, more focussed education policies, and more support for teachers to improve pupils' opportunity-to-learn.

The findings of this study should be interpreted with caution because of the small number of teachers who participated in the study and the fact that students were not all accessed to find their views.

Based on the findings of this study the researcher recommends that attention should be paid for the students' academic performances. Educating the parents may also contribute a lot to the students' performances. Finally, the researcher would like to recommend that the parents should send their children as early as possible and the government should facilitate the conditions for its effectiveness

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APPENDIX

Dear respondents, I am Atuhire Anati Tumwine carrying out a study on parents socio-economic status and its influence on the academic performance of secondary school students. The study is a requirement for the completion of Bachelor of Arts with Social work and Social Administration. The study is for academic purpose and your responses are of great importance in understanding the influence of parents' socio-economic status on academic performance of students in secondary schools. This may in turn be a turning point in the improvement of academic performance of students in secondary schools. Your responses are highly welcomed.

May the lord almighty bless you.

You can either fill in the blank boxes or the blank spaces provided. All responses shall be accorded due confidentiality.

Thank you.

QUESTIONNAIRES FOR STUDENTS

INSTRUCTIONS:

Give your responses, tick in boxes or fill in the blanks provided, fill in the boxes or blanks ☒ ded. |

Sex

Female

☐

Male

☐

Age _____

Marital status Married _____

Single _____

Others (specify) _____

Which section of the school are you in?

Boarding

☐

Day

☐

If you are in day section, what means of transport do you use?

Walking

☐

vehicles

☐

riding

☐

Section B. (Give your responses and tick where applicable.)

1 (a) what is your parent's or guardian's occupation.

Teacher	
Doctor/nurse	
Trader	
Engineer	
Driver	
Others(specify)	

(b) Does you guardian's/parent's occupation influence your academic performance.

Yes

☐

No

☐

(c) If yes, how does it influence your academic performance?

2a) Are your parents educated?

Yes

☐

No

☐

b) If yes, what is their level of education?

Professor	
Doctor	
Degree holder	
Diploma holder	
Certificate holder	

3a) which of the following assets do you own at home?

Land	
Car	
Television	
Computer	
Chairs	
Radios	
Paraffin/electricity	

b) What influence do they have on your academic performance?

4 a) Do you have enough reading materials at home?

Yes

☐

No

☐

b) If you have reading materials at home, mention some of them.

c) If no, how does this affect your academic performance?

5 a) Do you come late to school sometimes?

Yes
☐

No
☐

b) If yes, why do you come late?

6a) Does your surrounding environment affect learning?

Yes
☐

No
☐

b) How does it influence your performance?

7 a) Besides parents socio-economic status, are there others factors which affect your learning and performance?

8 a) Do other factors such as environment, reading culture, absenteeism and late coming affect your performance?

Yes

☐

No

☐

b) If yes, how?

8. What do you think can be done to improve on the academic performance in your school?

Thank you.

SECTION C
QUESTIONNAIRE FOR TEACHERS

1a) Do you think parents /guardian's occupation has an impact on students' performance?

Yes

☐

No

☐

b) If yes, how?

2a) How does the parent's education level affect the performance of their students?

3a) Do the assets owned at home have an impact on the student's performance?

Yes

☐

No

☐

b) If yes, how?

4 a) Besides, socio-economic status of parents are there other factors that affect students performance?

Yes

No

☐☐

b) If yes, state them and show how it affects student's performance?

5 a) what methods do you think can be employed to improve on the academic performance of students in secondary schools.

b) Show how they can be employed in schools to improve performance?

Thank you.

QUESTIONIRE FOR PARENTS

Sex

Female ☐

Male ☐

Age: _____

Marital Status

Single Parents ☐

Both Parents ☐

Divorce ☐

Others specify ☐

SECTION B

1. (a) What is your occupation?

.....
.....
.....

(b) How does your occupation affect the education of your children?

.....
.....
.....

2. (a) What is the level of your education?

.....
.....
.....

(b) How does it affect the academic performance of your children?

.....
.....



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FACULTY OF SOCIAL SCIENCES

Date: 29th / 6 / 2008

To: KIAMUJANGA DIVISION
MBARARA MUNICIPALITY

This is to introduce to you ~~AMUKAMBE.....AMUKA.....GUMKIMBE.....~~
who is a bonafide student of Kampala International University. He/she is
working on a research project for a dissertation, which is a partial requirement
for the award of a degree. I here by request you, in the name of the University,
to accord him/her all the necessary assistance he/she may require for this
work.

I have the pleasure of thanking you in advance for your cooperation!

Yours sincerely,

Ms. Sidonia Angom
Associate Dean