

**“SOCIO-ECONOMIC STATUS OF PARENTS ON THE QUALITY OF
SECONDARY SCHOOL CHILDREN IN NAMASAGALI SUBCOUNTY IN KAMULI
DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF SOCIAL WORK OF
UGANDA CHRISTIAN UNIVERSITY**



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DECLARATION

I Nakityaba Ruth declare that this research has been done by my own efforts and has never been submitted to any institute for any award.

Signature 

Nakityaba Ruth

S23B15/031

Date.....19th May, 2026.....

APPROVAL

This research proposal has been reviewed and approved under my supervision as the university supervisor

Signature.....

Rev. Wareeba Stanley

University supervisor

Date19th May 2026.

DEDICATION

I dedicate this study to my family especially my parents, Mr. Katende Ronald and Mrs. Katende Sarah who provided me with resources and also encouraged throughout my academic journey. Am also grateful for my university supervisor, Mr. Wareeba Stanley who guided me on this study. Above all, I am grateful to God for His direction and provision in finishing this dissertation.

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I owe a debt of gratitude to my supervisor, Mr. Wareeba Stanley, for his professional guidance, availability and efficient supervision of my research.

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And also thank the residents including secondary students, parents of Namasagali sub county in Kamuli district who were my respondents for providing me with the information about my study.

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ABSTRACT

The study examined the socio economic status of parents on the quality of secondary school children in Namasagali sub county in Kamuli district. This study focused on socio economic status of parents how it affects the quality of secondary education of children whereby it examined the secondary education level in the area of study by analyzing the socio economic factors and how they predict quality of education , exploring the perceived barriers to high school completion among students from low socio economic status and also other factors contributing to low and high quality of education in communities of Uganda.

The study was carried out using both quantitative and qualitative data. The data was collected using the focused group discussions, interview guides and questionnaires during data collection. Then Yamane's formula was used for the quantitative data and also non probability sampling and clustering and re clustering sampling were used during data collection.

The study findings revealed that factors affecting secondary school education include intensive poverty among parents in Namasagali sub county Kamuli district whereby they can not afford to buy scholastic materials for their children thus school dropout. Some families have large number of children from five and above yet the source of income is less failing to educate their children especially in secondary schools instead they are taken to gardens for farming. The parental education background also is fundamental factor that affects secondary education where some parents who did not complete high education find it hard to educate their education to complete secondary education and also the still the existing norms and culture among some families where they emphasize boy child education compared to girl child education sending them to marriage hence affecting the secondary school education. The perceived barriers of the study included psychological stress among secondary school children , opportunity cost of school and also gender based problems especially the girls who are less concentrated on when it comes to education compared to boy child. Many secondary school children dropout of school due to lack of scholastic materials thus low completion of secondary school education.

As a way of improving the quality of secondary school education among the students in Namasagali sub county in Kamuli district, there are some recommendations for example the government should upgrade and re establish secondary schools that are easily accessible by students in terms of distance in order to solve the long distance problem thus improving education

access, the school mentors should hold school seminars where children are encouraged to focus career up bringing and also the local government leaders should be encouraged to work appropriately through monitoring and evaluating the secondary school progressing order to identify areas that need to be improved for high quality education.

CHAPTER ONE

1.0 Introduction:

This chapter consisted of the background, problem statement, research questions, research objectives, justification, significance, conceptual framework and theoretical framework. Socio economic status refers to the an individual's economic and social position in society for example in terms of wealth, power, prestige .Quality of education is either low or high in a society whereby there are different factors that identify quality of education for example infrastructure, technology teaching quality.

1.1 The background.

The background of low-quality education in Namasagali Subcounty Kamuli district included school dropout as a sign of low-quality education, according to the Uganda Bureau of Statistics 2021 report, whereby approximately twenty eight percent of girls in rural areas drop out of school. Akwero, P. (2023). *Educating a Girl Child: Community Perceptions on Educating Girl Children in Rural Uganda* (Master's thesis, Norwegian University of Life Sciences). School dropout was among the many social problems in Uganda and especially affects the girls compared to the boys in most areas in Uganda.

The girls who dropped out of school were most likely to have children who will drop out of school. This problem lead to both individual and societal consequences as stated on the International Journal of Educational Development 2022.

School dropout rates in Uganda tend to be higher in rural areas and vary by region. Some districts with particularly high dropout rates include eastern regions of the country for example Namsagali subcounty. School dropout in Namsagali subcounty in Kamuli District, Uganda, is a common issue influenced by various socio-economic and cultural factors for example poverty and financial constraints. (Kabali, R. (2014).

How socio-economic status on school drop outs in Namasagali subcounty, socio economic status reflected that an individual's access to resources and opportunities within a society. It was often used to understand disparities in health, education, and other life outcomes and it affected

individuals and society as follows poverty where families with low economic status their children were mostly to have high school drop outs due to lack of scholastic materials, school fees leading to school dropout of children to work for school fees and needs.

And also, it led to child labor whereby poverty drives children into child labor, especially in agriculture or petty trade, forcing them to abandon their education.

School dropout leads to increased likelihood of unemployment, poorer health outcomes on individuals and society for example lower tax revenues, increased crime rates, strain on social services).

1.3 The problem statement:

School dropout is also defined as early leaving of education for example before completing secondary education and sometimes university level .The causes of school dropout include poverty, early marriage, family oppinstabilities, cultural differences, inadequate resources as stated by (Teddy Atim ,Dyan Mazurana,Anastasia Marshak ,August 2019).School dropout leads to early pregnancies among girls in Namasagali sub county. Unemployment, increased crime rates ,over dependence on the government. The possible solutions to school dropout may include, a positive school climate (Berkowitz et al.2017, 2015: Wang and Holambe, 2010) guiding and counseling of teenagers and the youth especially adolescents.

School dropout is common among the adolescents, youth. The rate of school drop out in Uganda according to the Ministry of Education and Sports, the number of girls is twenty eight percent (28%) compared to the boys .The attendance declined approximately twenty percent (20%) for both boys and girls and the national drop out for secondary schools was around thirty percent (Uganda Bureau of statistics report, 2014).The government has tried to provide free education to individuals through Universal Secondary Education (USE)

1.4 Research objectives.

1. To investigate the factors of socio-economic status and how they predict the quality of education.

2. To explore the perceived barriers to high school completion among students from low-socio economic status backgrounds.
3. To find out other factors contributing to low and high quality of education in communities of Uganda.

1.5 Research questions.

1. How does socio economic status predict the quality of education in Namasagali Sub county?
2. What are the perceived barriers to high school completion among students from low socio-economic status backgrounds?
3. What other factors contribute to low and high quality of education in communities of Uganda?

1.6 Justification

The justification means showing reasons why the research is really valuable in the area of study therefore the justification of this research proposal is right because it highlights the gaps for the high quality of education. The research will highlight the inequalities in education levels in Namasagali sub county and also will help to break economic and social barriers through contributing in breaking cycles of poverty and social mobility.

1.7 Significance

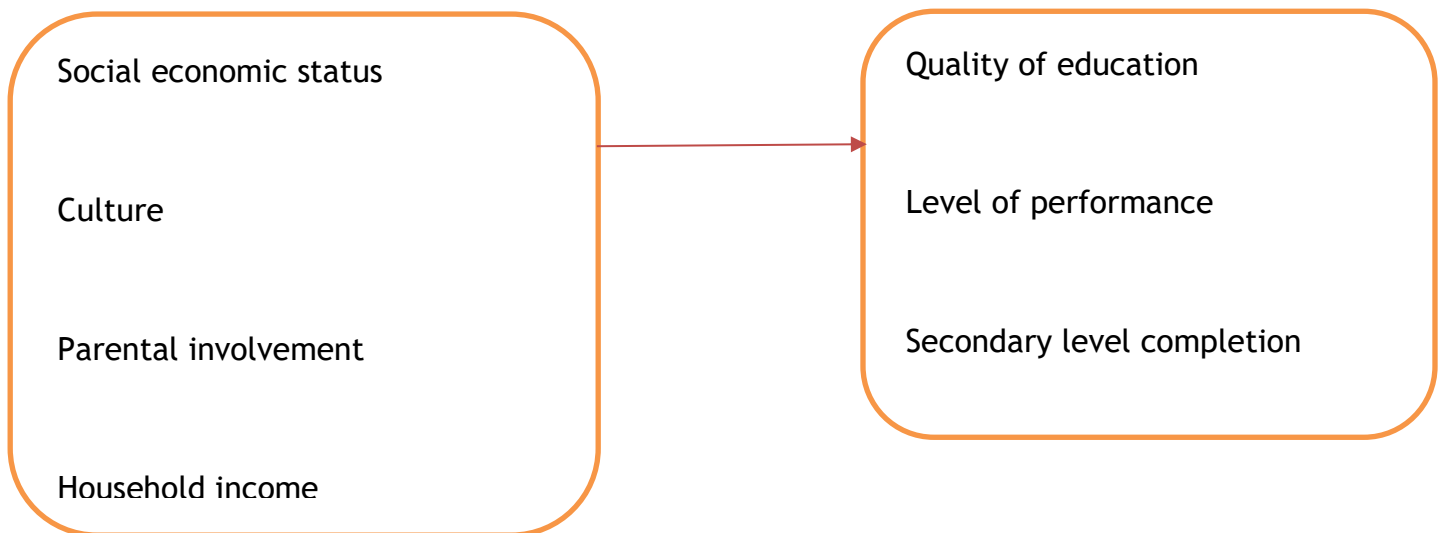
This research is important because it will help to solve the problem of low quality of education including school dropout. The research will improve on the quality of education because it will identify the effects of socio-economic factors and therefore create awareness among policy makers, educators to mitigate the effects in order to improve education quality and reduce school dropout in the area. And also, the research will help in understanding the relationship between socio economic statuses on the quality of education ensuring inclusion of equity in education thus helping all children access education regardless of their background thus reducing school dropout

1.8 Conceptual frame work

Conceptual framework shows the relationship between the socio-economic factors on the quality of education. Here we have the independent variable which is socio economic factors and dependent variable which is quality of education. The socioeconomic status can come with the factors include, household income, culture background, occupation status, education background, social networks, infrastructure development, healthcare access all these affect the quality of education and quality of education is high or low. The indicators of low-quality education include school drop outs, early marriages; teenage pregnancy; poor academic results and then high-quality education include better academic results, access to better infrastructure like school buildings

Independent variable

dependent variable



Theoretical framework explains one theory and how it can be used during research and functionalist theory will work. Functionalist theory by Emile Durkheim who believed that society should have social cohesion in order to promote socialization to the young generation. This theory also helps in social stratification by identifying people and what they are good at in terms of education. This theory will be used during research to identify people in community who can play specific roles related to education in order to improve quality of education in Namasagali sub county and also encourage education facilitators to play their roles in education system thus high-quality education levels.

CHAPTER TWO.

LITERATURE REVIEW

2.0 Introduction

This chapter reveals the literature review about the research topic following the research objectives and explaining them and also the gaps found. This chapter reviews socio-economic status (SES) and its impact on the quality of education. It is structured according to the specific objectives of the study to identify gaps that this research intends to fill within the context of Namasagali Sub county

2.1 The research objectives.

2.1.1 To investigate the factors of socio economic status and how they predict the quality of education.

Socio-economic status is typically measured by a combination of parental education, occupation, and household poverty.

Parental Education Level where scholars argue that educated parents are more likely to value formal schooling, provide literacy-rich environments, and assist with homework. In rural areas like Namasagali, the prevalence of semi-literate guardians may limit the academic social capital available to students leading to school drop out of those in school thus illiteracy.

Household poverty where poverty is factor of low education level among schools in Namasagali in Uganda. Ssewamala et al. (2019) conducted a qualitative study in rural Uganda and set up that financial constraints to cover school fees, uniforms, and school materials pushed numerous children out of school. Conducting in-depth interviews among rural community households, they documented how economic hardship created insurmountable barriers to continued education.

Similarly, Nampijja and Ntare (2021) used parent focus groups in Eastern Uganda, such as Kamuli districts, and determined that while secondary education was nominally "free," indirect costs such as examination fees, development levies, and lunch subsidies often led to dropout among the most

vulnerable children. As one of their sample parents put it, "When they send my child home for school fees, sometimes we stay the whole term trying to find money."

Parental Levels of Education: Educational persistence by children is immediately affected by parental levels of education. In research on three districts in Uganda via ethnographic methods, Tumuheki (2021) found that those parents with fewer years of education placed less emphasis on education, particularly for daughters. Their qualitative interviews yielded detailed narratives where negative experiences by the parents at school shaped their beliefs regarding their own children's education.

In Kamuli itself, Kizito et al. (2022) had carried out case studies of low education levels and concluded that children of parents who had achieved secondary school education were more likely to continue in school despite financial difficulties. Their narrative analysis emphasized how parents with education tended to give importance to education even during times of financial hardship when allocating resources at home.

The nutrition-cognition link, the socio economic status dictates the quality of diet. Literature highlights that children from low-SES backgrounds often suffer from stunted growth or malnutrition, which directly impairs cognitive development and classroom concentration leading to poor grades thus school dropout thus low level of education.

Economic vulnerability exposes girls to early pregnancy and marriage. Kyomuhendo and Kisekka (2020) employed narrative inquiry with school dropout girls in Eastern Uganda and found that poor families were motivated by bride price economic rewards to arrange for early marriages which leads to low levels of education. In their interviews with adolescent girls, they established complex family negotiations in which short-term economic benefits eclipsed long-term education benefits Nalugo (2022) documented in Kamuli via case studies that vulnerable girls had the tendency of having relationships with mature men who provided them with money, and the outcome was often pregnancy and school dropout which contributed to low levels of education in Kamuli district in Namasagali sub county.

Culture is one of the socio economic factor that predicts quality of education .Culture includes norms and traditions of different people .Some cultures contribute to poor quality of education since they perceive education as a wastage of time and other resources hence stopping children

from attending school and instead to farm chores and starting dodging class lessons, some cultures don't believe in educating girl child that it's a wastage of time thus marrying them off which leads to low education level thus low quality education.

2.1.2 To explore the perceived barriers to high school competition among students from low so economic status backgrounds.

For students in low-SES backgrounds, the journey to completing secondary education is often interrupted by structural and systemic hurdles.

The opportunity cost of schooling: In a communities like Kamuli, children are often viewed as a source of labor during harvest seasons, the pressure to contribute to the family's immediate survival outweighs the long-term benefits of staying in school. This is where many parents cannot afford the cost of schooling which becomes a barrier to high school completion.

Psychological Stress and learned helplessness: Students from impoverished backgrounds may face status anxiety. The lack of decent uniforms or basic supplies can lead to social exclusion, lower self-esteem, and eventually, voluntary withdrawal from the school system thus low education levels hindering the high school completion.

Gender-specific barriers: Low socio economic status disproportionately affects girls. For example when funds are scarce, families may prioritize a son's education over a daughter's, or girls may drop out due to a lack of sanitary facilities or early marriages triggered by the need for a bride price leading to low levels of education among girls.

2.1.3 To find out other factors contributing to low and high quality of education in communities of Uganda.

Distance to School: Physical access intersects with economic vulnerability. Kwagala and Wandera (2021) used participant observation and mapping exercises in rural Uganda, monitoring to what extent distances to school disproportionately disadvantaged pupils from poor families who could not afford transportation or boarding schools. Their qualitative map-work identified that drop-out rates increased in proportion with distance from schools in poor communities. Whereas students who have short distances to schools access high quality since they attend classes thus high education level.

School Infrastructure and quality where Nantagya and Sekitoleko (2022) applied case study research to Eastern Uganda schools like are Kamuli and concluded that substandard infrastructure (overcrowded classrooms, unsanitary conditions) adversely affected lower SES students' retention rates in disproportionate ways. Their ethnographic work documented how poor learning environments accounted for stepwise disengagement among economically challenged students thus low quality of education. While the institutions with well-constructed structure like classrooms less congestion in classrooms, the students receive high quality of education level.

Government policy: This is policies concerning education are announced by the government of Uganda whereby some policies are favorable with people from both low and high socio economic status while others are non-favorable to them especially those from low economic status. For example the Universal Secondary Education in some areas it is unfavorable due to the conditions of teachers who at times miss teaching students leading to low quality education level while some policies favor for both people from high and low standards of living where education is free thus high quality education.

Teaching and non-teaching staff: The teaching staff in education system of Uganda especially in Universal Secondary Education contribute to low education level through dodging class teaching of children due to various reasons for example delay of salary payment to teachers, poor resource allocation for the teachers in terms of infrastructure like buildings all affect the level of education leading to low education level while the well paid teachers in some area schools of Kamuli contribute to high education level since they rarely miss teaching students. Then non-teaching staff for example cooks who prepare food for children, askaries who keep security also contribute to low education level since some have delay payment of salary thus not serving the institution as expected leading low level of education compared to when they are well paid and serve with purpose thus high level of education.

Political stability and instability: This factor explains how political stability promotes education to high level of education since conflicts are less in ana area of Kamuli as compared to a state where there is political instabilities including political conflicts, changes in government systems all affect education level since it destructs students from consistent class attendance leading to low education levels in Namasagali sub county Kamuli district.

2.2 Gaps

This section of gaps explains the solutions that should be done to solve the disconnections of what is missing in the objectives.

There is a gap of community participation whereby the community also should contribute to quality of education in Kamuli district whereby they are supposed to participate in measures and strategies to improve education level in some areas with poor quality education. This can be through sensitization in the community, policy making including the local people, parents and teachers through community meetings so that they are taught them about importance of education, children's right to education leading to low quality of education.

Technology contributes to quality of education in area where institutions with students from high socio economic status use technology for academics and improve their quality of education for example use of laptops, mobile phones for research thus high level of education compared students from low socio economic status who at times naive about technological knowledge used to improve quality education for example use of computers for research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the logical framework and practical procedures that will be used to investigate how socio-economic status (SES) influences the quality of education in Namasagali sub county in Kamuli District. This chapter explains the research design used methods of data collection, instruments used to collect data, the population and sampling, sources of data and the procedure of data collection.

3.1 Research design

A research design refers to strategies, methods, and guidelines or techniques, a researcher employs while collecting data about the specific issue (Dannels, S. A 2018). It may involve the collection of qualitative, quantitative and mixed data in line with the topic of interest. This research shall use the case study research design. This research design involves (Schoch, K. 2020) the in-depth examination of phenomenal to be able to acquire more knowledge about the issue. The researcher shall use in depth interviews, focused group discussions and observation to get more knowledge about the relationship between the socio-economic status and education level. Mixed data shall be collected

3.2 Methods of data collection

This research shall employ three methods of data collection as fully explained below;

Focused group discussions: These are qualitative method of data collection which involve grouping of the participants into small manageable groups. These can be based on age, gender, and interest. In here the researcher shall ensure effective participant engagement so as to collect each individual's opinion.

Interviews: These are the commonly used data collection methods which involve asking of oral questions and receiving oral answers (Goyes, D R & Sandberg, S 2025) between the interviewer and interviewee. The researcher shall use the structured type of interview which involves coming

up a set of open-ended questions and the criteria to be used during the interaction these shall be conducted at both individual and group level with the help of the researcher assistants.

Questionnaires application: This is a method of data collection often times used in the collection of quantitative data the researcher comes up with a set of questions (closed ended questions) which are shared with the respondents physically and electronically so that the responses(numeric) are recorded. In this research, the researcher shall draft the questionnaire and share it with the respondents through which their responses shall be recorded.

3.3 Instruments of Data Collection

These are specific tools used to implement methods of data collection by the researcher depending on the type of data being collected. These include interview guides and questionnaires depending on the methods of data collection above.

Interview guide: This is a template comprising of written open-ended questions which are discussed by the interviewer. These are discussed through by the group members so that the ideas on the issue are recorded. Each of the group members shares their view and confidentiality is apprehended.

Questionnaires: These are sets of closed ended questions distributed by the researcher to the respondents. The respondents can be elderly, youth and children. The responses in most are recorded in order to have the quantitative data collected

3.4 Population and sampling

For the qualitative data; the researcher shall use the purposive technique. This is a non-probability sampling method where the researcher deliberately chooses or selects the number of people to participate in the research. The researcher intentionally selects the number of people that suit the characteristics and expectations of the researcher. During the research on the effect of socio economic status on the quality of education in kamuli district, the researcher shall purposely select the teachers, the caregivers, government officials and school going children in Kamuli district.

Clustering and re-clustering of the participants shall be used so as to select the number of people by putting them in small groups` to take part in the research. The social worker shall use this so

that the right numbers of participants with the characteristics that suit the participant's expectation is achieved.

For the researcher shall use the saturation method in the qualitative data. This means that no additional data is being added on the findings so far got. It means the despite the researcher's target, the researcher has had enough of the information but nothing new is coming in. This implies that the researcher has acquired enough data so as to understand the topic of study. (Saunders, B.,Sim, 2018). The researcher starts with a small manageable group of participants, critically analyze it then do the saturation to check whether the data coming in is similar and enough to yield adequate understanding of the topic.

For the quantitative sample size section, the researcher shall use the Yamane's formula of sample size selection (Thomas, 2020). This method is effective and yields result in the large number of populations. The confidence interval shall be 90 and the margin of error shall be 0.1

Basing in Namasagali Sub County, the researcher shall derive the sample size from the following to actual number of people 200 teachers, 8000 school going children, 8000 parents, 7000 school drop outs and 150 government officials

Using the confidence interval of 90%

N=sample size

n=study population

e=margin of error

n=? N=23350 e=0.1

$n = N / (1 + N(e)^2)$

$n = 23350 / (1 + 23350(0.1)^2)$

n= 99.57

Out of the total population, the researcher will interview approximately 100 people in Namasagali Sub County. This is inclusive of the number of the teachers, the parents, the school dropouts and the government officials.

3.5 Area of study

This research shall be conducted in Namsagali Kamuli district. Kamuli lies in eastern part of Uganda in Busoga subregion. It has had a variety of cases where the children's education has been totally influenced by the nature of the social economic status of the family. The children come from poverty-stricken families which struggle to have a single meal a day.

3.6 sources of data

The researcher shall use both the primary sources of data and secondary sources of data. The primary sources of data shall include information from interviews conducted from the teachers, the students and government officials among others. The secondary sources of data shall include the information from the already written literature in line with the information on the social economic impact and the children education

3.7 Ethical considerations

The researcher shall follow the recommended ethical considerations such as seeking approval from the school of social sciences which shall be presented the local authorities for the data collection process. The social worker shall use her personal made work without copying other people's work. The researcher shall consider the informed consent while disseminating and recording the participants and respondents during the interviews and focus groups discussions.

3.8 Data analysis

During this research, the researcher shall use both the qualitative and quantitative analysis methods as fully explained below;

The researcher shall use the thematic analysis which focuses of identifying, analyzing, and interpreting through the systematic process of generating codes that leads to the generation of the themes. The thematic analysis (Clarke, V & Braun, 2017) involves the active engaging of the

researcher to the data collected and the process of sorting, categorizing, and interpretation. This will ensure that the researcher shall use adequate knowledge of the themes generated so as to be able to critically analyze the data.

The researcher shall use the descriptive statistics to complement to the findings. Here, graphs like bar graphs, pie charts shall be used in the generation of the quantitative data. These shall set a basis upon which the researcher shall use to critically analyze the findings in the long run.

3.9 Methodological constraints

The researcher might face a challenge financial constraint for printing out the questionnaires, facilitating the research assistants which is quite hard for researcher in the long run

Resentment from the community members might become a challenge as the people tend to be reserved and keep part of the information for them thereby giving less time to the researcher hence a challenge.

Accessibility to the research sites may become a challenge as the researcher might need to incur in more costs to facilitate themselves to the hence becoming a challenge in the long run.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

4.0 Research Findings

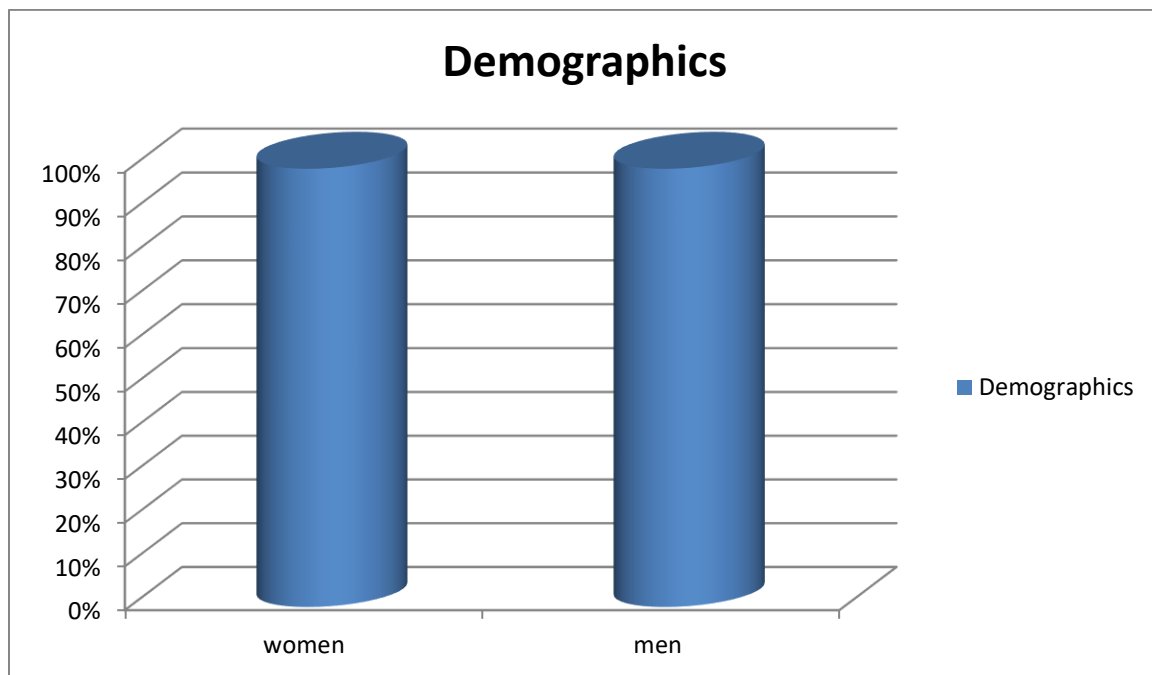
4.1 Introduction

Under this section, the researcher presents the research findings and presentations majorly on the perceived barriers to high school completion among the students, the factors contributing to low and high quality education of education in the communities and how the social economic status affect the and how it predicts the education of the children in the communities of Namasagali sub county in kamuli district.

4.2 Demographics

4.2.1 Gender of respondents

During the data collection process the researcher was able to collect data from 60 community people and these are drawn below. (26 male and 34 female)



Source:*Primary data*

Findings in figure one above ,shows that the high percentage were the women who participated more in participating compared to men. This means that the women were more interested in participating since they are affected more compared to men.

4.2.2 Age of respondents

4.3 Social economic factors that influence the quality of education

During the process of data collection the researcher gathered a focused group where they had an interaction on the existing social economic factors that affect the quality of education in the community of Namasagali.

“.....some of the parents are very poor in the way that they cannot afford the amount of money paid at schools where the children go to school..... these amounts of money can actually be used to get the basic needs for the family in the long run...”

One of the members noted (March,2026)

This actually meant that the parents from around the community undergo intensive poverty which makes them fail to buy the scholastic materials for the children such as food, medical care, the clothing and the school fees which ranges from 50,000 and above

The families that struggle to have access to education have a number of children from five and above which makes it hard for them to ensure that all these children are actually in school. The children who are a little mature end up going to the gardens and dropping out of school hence a push factor and among the social economic factors affecting the quality of education.

“The families here have a number of children which they cannot even afford to look after..... these children end up going as far as primary level and at most senior three and then drop out of school for the due to the limitations in the financial situation in the families.....”

One of the participants noted (March,2026)

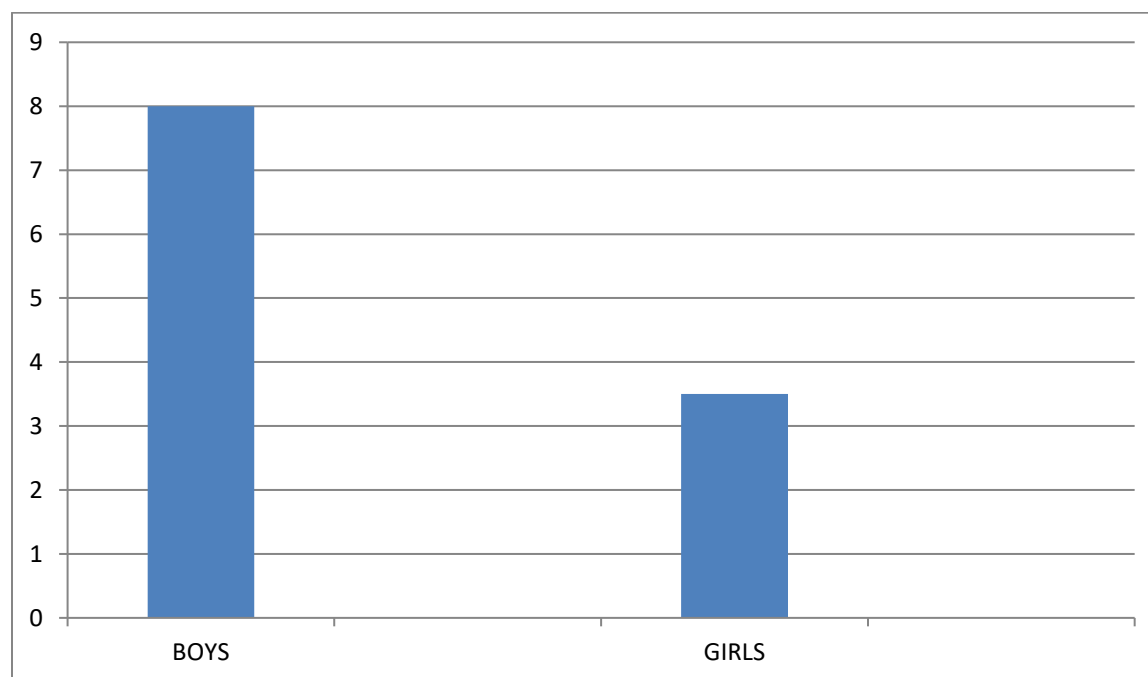
The parental education back ground is key and fundamental in the education of the children. The children who fail to complete their education don not have any motivation from the caregivers whom they stay within the respective homes hence having no one to look up to as a role model

“.....in this village, the highest number the people have not gone to school which has killed the moral and motivation among the children. The children look at people who ride motorcycles, carry out the domestic farming and have not attached value to their lives hence challenge.....”

One of the group members noted (March, 2026)

The children in the villages still struggle with existing norms and cultural beliefs where the boy child is exalted and should attend school as he is pillar of the family wellbeing. This leaves the burden of not going to school entirely on the girls who end up going in for the early marriages which hence brings about the drop out in school.

4.3.1 The school attendance respodents



Source: *Primary data*

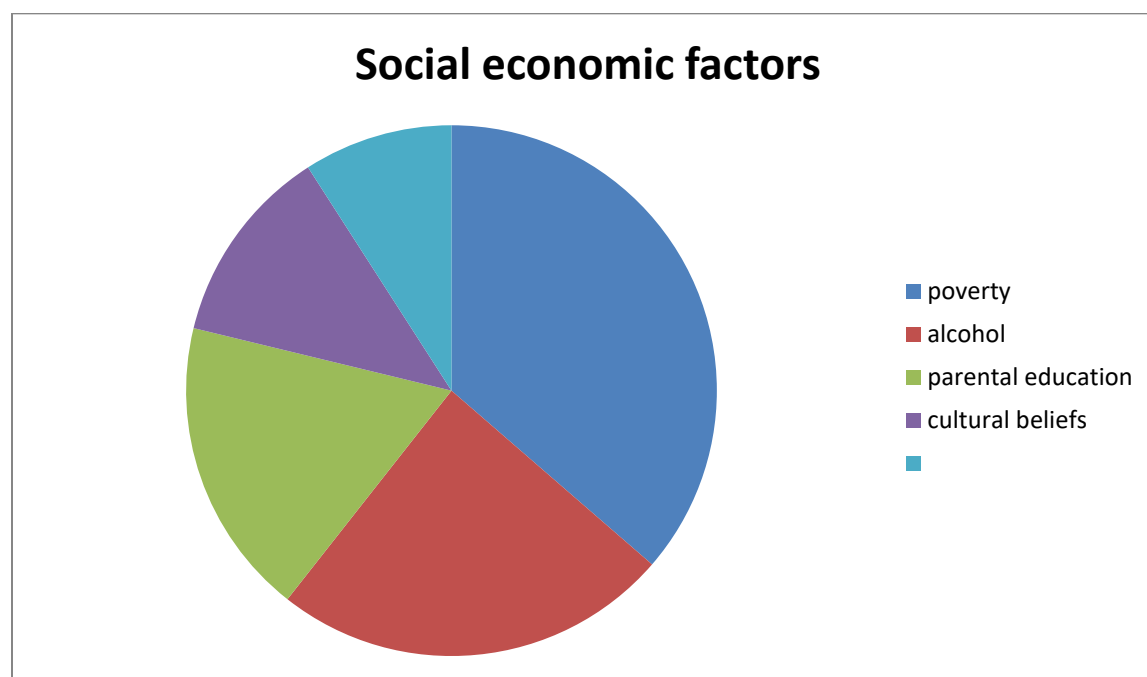
Findings in Figure 2 above show the percentage of school attendance where the boys attend school highly compared to girls. This is because of the existing norms and culture where the parents concentrate more on boys while they send girls for marriage.

The existing social issues like alcohol consumption and substance abuse among the caregivers which make it relentlessly difficult for the caregivers to fully look after their children. These end up spending most of their money in the bars and have no money saved in the due course. The children in the long have no option but take up the social behaviors by the caregivers.

“..... the parents here consume alcohol which is copied and passed on from one generation to another as the children copy what the caregivers do.....in the end, the children are taken into by the habits hence the adoption and the dropping out of school in the long run

One of the caregivers said during the FGD(March,2026)

4.4 General conclusion on the social economic factors

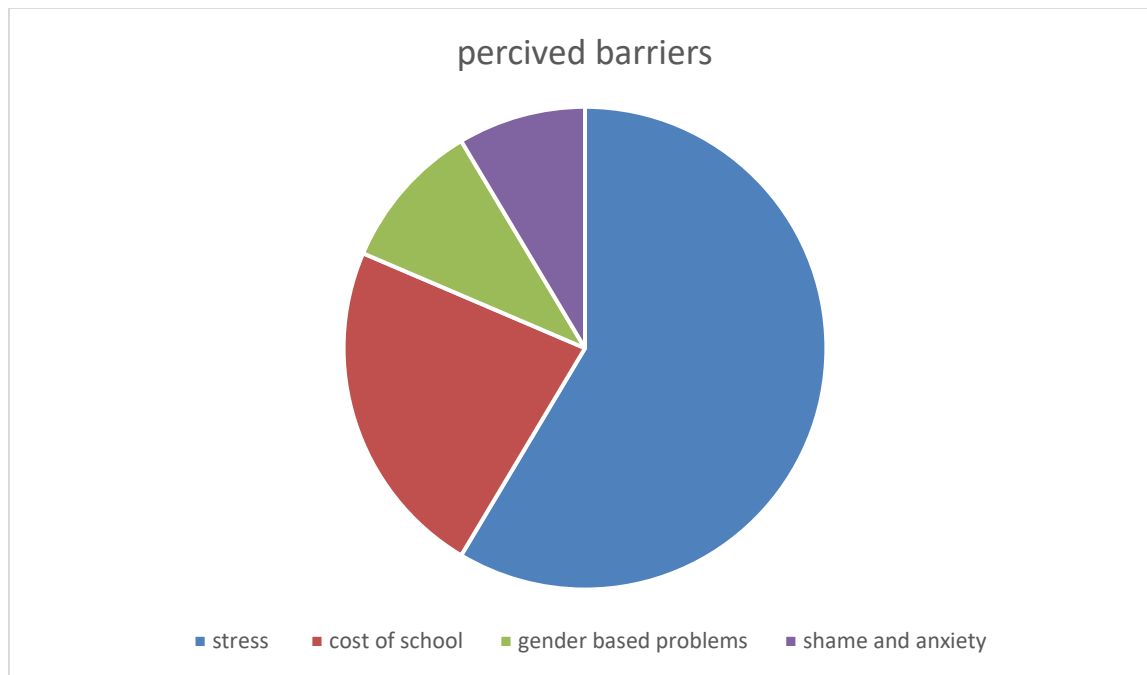


Source:Primary data

The findings in figure 3 show the general socio economic factors and how large each contributes to quality of secondary school education for example Poverty is the largest factor that affects education followed by alcohol, parental education then cultural beliefs.

4.5 Perceived barriers in to high school completion

The researcher discovered the existing barriers during data collection that hinder the quality of education among students which include psychological stress , opportunity cost of schooling and gender based problems.



Source: *Primary data*

Findings in figure 4 show that the perceived barriers to quality of education are psychological stress among the students which the largest due to low socio economic status then cost of schooling whereby good schools are expensive then the gender based problems where girls are less concentrate on.

Opportunity cost of schooling is one of the barriers affecting quality of education whereby many families fail to educate their children in good schools with high quality education provision thus low completion of education and also leading to school dropout.

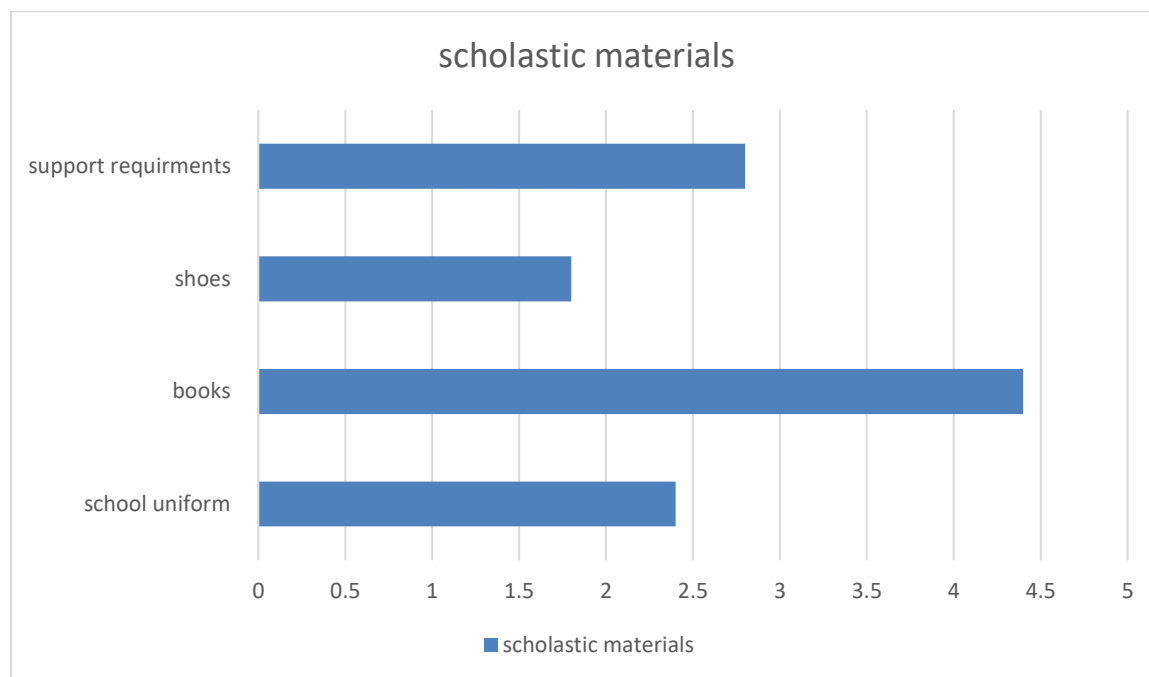
“.....schools with high quality education are expensive which denies some parents from taking there their childrenthey then take them to schools which are cheaper due to less money they have thus low quality education and sometimes children drop out of school to look for jobs to earn money ..”

One of the participant noted (March 2026)

Psychological stress and learned helplessness among schooling children especially those from poor backgrounds with low social status in community affects their education and also lacking decent uniforms and scholastic materials brings shame and anxiety thus less concentration in class leading poor results and school dropout among children.

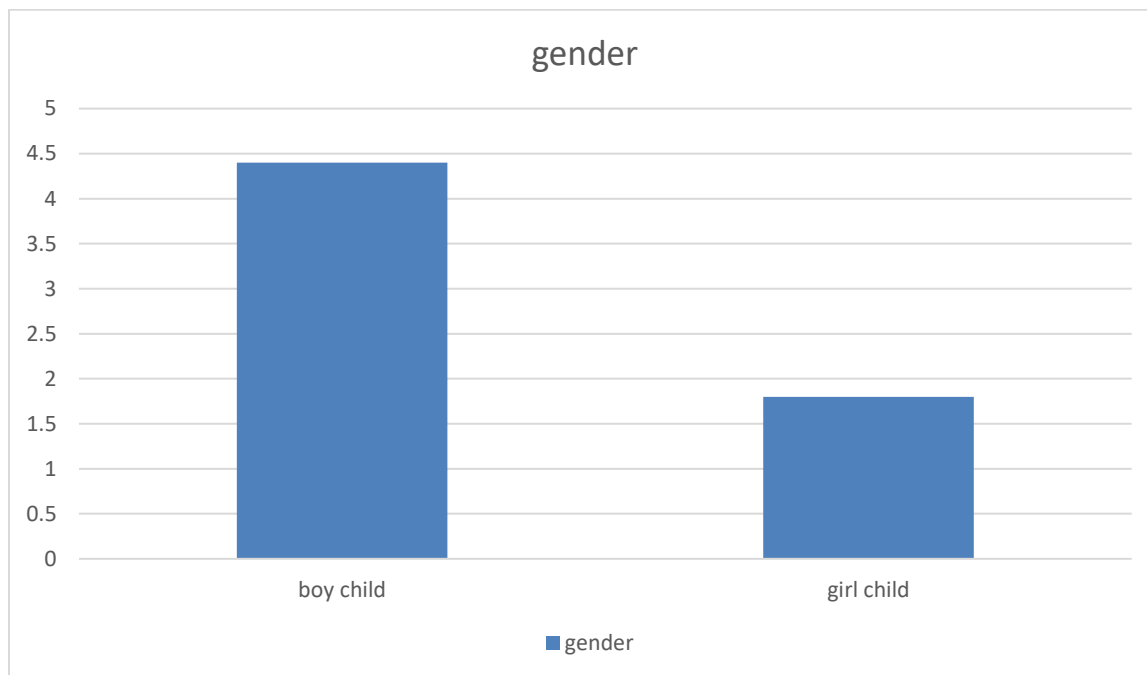
“Many school going children have dropped out of school due to lack of scholastic materials that are needed at school.....some decide to drop out in order to help parents and guardians get money to provide the missing scholastic materials thus low completion of studies.....”

One of the secondary student noted(March 2026)



Gender specific barriers mainly affects the girl child's education level where some families prioritize boy's education compared to girls common in low economic families resorting girls to early marriages, worried of spending on sanitary facilities thus low high school completion.

“.....girls in Namasagali are married at an early age due to less attention about education given to them by parents or guardians as compared to boys. Some families give out girls for early marriage because they expect dowry from the husband leading to high rates of school dropout and low school completion.....”



4.6 Other factors contributing to low- and high-quality education in Namasagali sub county.

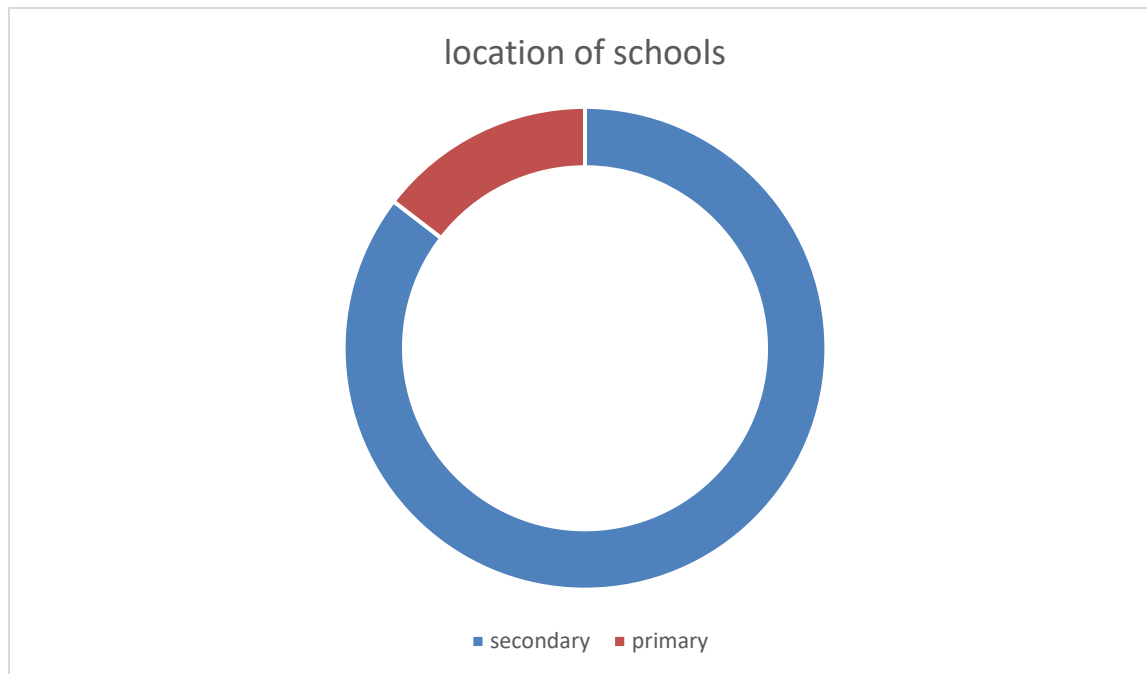
The researcher used focused group discussions in order to find out the other factors affecting quality of education like distance to school, school infrastructure and quality political instability, government policies all contribute to low- and high-quality education.

Distance to school is a factor that contributes to low and high quality education for example children staying far from the school tend to miss out studies due to the long distances leading to low quality education compared to those from high economic status can solve the problem of distance thus high quality education.

“.....many school going children tend to drop out of school due to the long distance to school hence missing studies leading low quality education then those from high economic status easily get access to school easily thus high quality education.....”

One group member noted that(March 2026)

4.6.1 Location of secondary schools



Source: *Primary data*

The findings in this figure show that few secondary schools are located in Namasagali sub county .The red color indicates the few schools in rural areas and many in pre urban areas which becomes a problem to people staying in rural areas since good schools are far in urban areas thus school dropouts.

The schools are very far away which makes the accessibility very hard especially for the secondary school children, in the due course of walking long distances, the children tend to give up hence the early marriages in the long run.

The government policies of the locating the schools and placement of the schools concentrates majorly in the urban rural areas which makes it harder for the children to travel to the long-awaited

schools which are also highly priced in the long run. this makes is hard for the children to meet the costs of the respective schools in the long run.

“..... the schools are in a long distance especially those where the child can go and have a brighter future which makes it hard for the children in the due course.the parents can not afford and this makes the children give up and drop out of school.....”

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter elaborates more on the conclusion and recommendations of the future research or the community of Namasagali sub county. These are highlighted below;

5.2 Discussion of findings

This section provides a detailed discussion of the findings depending on each objective of study.

5.2.1 Objective 1: To investigate the factors of socio economic status and how they predict the quality of education

The findings of this objective are that the socio economic factors and how they predict the quality of education are that poverty is one of the factor that affects the education of secondary school children where many parents can not afford scholastic materials like food ,school fees leading low quality education .The existing norms and culture also affect education especially the girls attending secondary school children where some families concentrate on educating boys than girls and they are sent into marriage expecting dowry from the men marrying their daughters thus school dropout .

5.2.2 Objective 2: To explore the perceived barriers to high school completion among students from low socio economic status backgrounds

The findings about this study was the perceived barriers included the opportunity cost of schooling where some parents fail to educate their students due to expenses incurred for example scholastic materials. And also schools with high quality education are expensive which denies some parents from educating their children in such schools. The gender specific barrier that affects girl child education where some families focus on educating boys over girls thus sending them for early marriage leading to less education affecting their education life.

5.2.3 Objective 3: To find out other factors contributing to low and high quality of education in communities of Uganda

The findings about this objective were that distance to school is one factor that really affects the quality of education for example students whose schools are far from their residence tend to achieve low quality of education since they miss out studies as they reach late for classes and those who stay close to the schools get high quality education since they early for studies compared to those who stay far from schools. Also the government policies favour replacement of schools and concentrate more in urban rural areas which makes it hard for children in rural areas achieve high quality education especially secondary schools are rare in rural areas.

5.3 Conclusion

In conclusion therefore, the researcher recommends a collective effort in improving the high school completion with engagement of the existing NGO's, the local leadership, the religious leaders where the churches can even start up the sponsorship opportunities for the children in dilapidated backgrounds in the long run. These can work hand in hand with the awareness campaigns where the youth are helped realize the general importance of the education and school accomplishment since they are the next future of a generation.

5.4 Recommendation

5.4.1 Government recommendation

The government should upgrade and reestablish the secondary schools where the children have to access school without walking long distances which is risky to the children in long run. In school seminars where the high school children should be encouraged on focusing on the career guidance on how best to navigate through the life challenges hence the focus and improvement in the long run.

The local governments should be encouraged to ensure that they work coherently with the schools through monitoring and reinforcement in the long run hence the establishment of the schools and partnerships where the due course .

5.4.2 Social policy recommendation

There should be revision of the social policy which is Universal Secondary Education which supports secondary education among students. The policy should be revised and promoted through constructing more secondary schools in rural areas of Namasagali sub county Kamuli district in order to solve the long distance problem of students attending secondary education.

5.5 Areas for further research

The findings of the study show that there are some areas which need more research for example ,there should be more research about the local government budget which facilitates the government schools in Namasagali sub county especially about secondary schools. And also more research about strategies of improving secondary education and school attendance of children in Namasagali sub county Kamuli district.

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Appendix 1: Interview guide

Introduction

Dear participant; it is with great honor that we appreciate you for the time and opportunity given so that you participate in this research. It should be noted that this research for academic purposes. All things discussed here are for academic purposes and are kept confidential. Voice recorders shall be used to capture the opinions of different people on the effect of social economic status effect on the quality of education in Namasagali Kamuli district.

Objective one: investigating the factors of socio-economic status and how they predict the quality of education in Namasagali Kamuli district

Do you believe there are any socioeconomic factors that influence the quality of education in Namasagali subcounty Kamuli district? If so, please explain

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.....

In your own opinion, how do you think the parental involvement affects the nature of education in Namasagali in Kamuli district.

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.....

What is the pivotal role of the families' financial capacity in gearing the education standards in Namasagali in Kamuli district.

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.....

How are the cultural or traditional impactful in influencing the current and predict the quality of education in Namasagali subcounty in Kamuli district?

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.....

Objective two: perceived barriers to high school completion among students from low-socio economic status back ground in Namasagali subcounty Kamuli district

In your own opinion, are there any barriers to school completion in Kamuli district? If yes, kindly explain more

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How do the government school related policies influence the school completion of the school going children in Kamuli district

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How does the peer pressure affect the wellbeing and social interactions, as well as school completion

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What role does the family play in uplifting the quality of education of the school going children in Kamuli district

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Objective three: other factors contributing to low and high quality of education in Kamuli district

In your opinion, what do you think are the key leading factors affecting the quality of education in Kamuli district

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In your view, do think that community involvement affects the quality of education in Kamuli district? If so, please explain:

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According to you, how has the government support influenced the quality of education in Kamuli district

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.....

What do you think can be done to enhance and improve on the current state of the education system in Kamuli district

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.....
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.....
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Appendix 2: QUESTIONNAIRE

Section A

Demographics

Age:

Gender: male

☐

Female

☐

Education level

- ☐ Primary
- ☐ Secondary
- ☐ Tertiary
- ☐ None

Occupation

Social economic status and quality of life

Under here, the respondent should select one of the items by ticking their alternative as listed down.

How does the income earned by the family affect the education quality in Namasagali Sub county

- ☐ Agree
- ☐ Strongly agree
- ☐ Disagree
- ☐ Strongly disagree

What has led to the low education level standards in Namasagali Subcounty (tick as many as possible)

- ☐ Culture
- ☐ Lack of motivation
- ☐ Poverty
- ☐ Limited parental involvement
- ☐ Other (.....)

How can the parent's level education affect the quality of education of the child

.....

.....
.....
How have the community-based initiatives been a pillar in the uplifting the standard of Namasagali subcounty

.....
.....
Barriers to high school completion

What challenges do the children face as they go to school

.....
.....
.....
.....
How do the financial challenges affect the children ability to go to school

.....
.....
.....
How does the teacher child relationship affect the child accomplishment of school?