

**IMPACT OF PARENTAL SOCIO ECONOMIC STATUS ON ACADEMIC
PERFORMANCE OF LEARNERS IN SELECTED SECONDARY SCHOOLS IN
KADAMA TOWN COUNCIL, KIBUKU DISTRICT**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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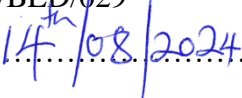
DECLARATION

I, Namusisi Christine, declare that this research report titled “Impact of parents’ social economic status on academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District,” is entirely my original work and I do acknowledge that it has never been presented to any institution of higher learning for any award.

Sign:


NAMUSISI CHRISTINE

RJ22/MUC/BED/029

Date:


APPROVAL

This is to certify that this research report titled “impact of parental socio economic status of academic performance of learners in selected secondary schools in Kadama sub town council, Kibuku District” has been under my close supervision and is now ready for submission to the department of education of Uganda Christian University for the intended award.

Signed:


MR. WABWIRE STEPHEN
RESEARCH SUPERVISOR

Date:
14/08/2024

DEDICATION

I dedicate this piece of work to my beloved family members, my dear husband for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

ACKNOWLEDGEMENT

I am thankful to Almighty God for giving me the chance to embark on and complete this study. I give Him thanks and praise. I would also like to extend my genuine and heartfelt appreciation to the following persons for their valuable support and endless encouragement, to my supervisor Mr. Wabwire Stephen for his guidance, expertise and time. He tirelessly accepted to guide and make me see ideas from an interactive academic engagement. His inspiration and guidance were mold qualities value imitating. Mr. Wabwire Stephen made my Bachelors voyage much easier from first to last very friendly constructive criticism, suggestions and guidance. I thank him for helping me find the way in this Degree programme. He enthusiastically pushed me forward and pulled me growing throughout research. Special thanks go to the other lecturers for their encouragement and support that pushed this book far may the Lord bless them abundantly. To all my family members who supported me financially, ideologically and encouraged me, may the Almighty God bless them abundantly. Their presence in my journey of studies was not only attractive and interactive but also kind. All of them made me realize what it takes to be a successful person in the world today.

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LIST OF ABBREVIATIONS AND ACCRONYMS

| | |
|---------|--|
| ANOVA: | Descriptive statistics percentages and inferential statistics |
| CFPS: | China Family Panel Studies |
| DV: | Dependent Variable |
| ID: | Independent Variable |
| FGM: | Female Genital Mutilation |
| GCN: | Girl Child Network |
| NLSY: | National Longitudinal Survey of Youth |
| UNESCO: | United Nations Educational, Scientific and Cultural Organization |
| UNFPA: | United Nations Population Fund |
| UNICEF: | United Nations International Children's Emergency Fund |
| USE: | Universal Secondary Education |
| WHO: | World Health Organization |

ABSTRACT

The study examined the impact of parental socio economic status on academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District. The study was guided by the following objectives; (i) to examine the extent to which parental level of education affects learners' academic performance in secondary schools, (ii) to determine the extent to which parental level of income affects learners' academic performance in secondary schools and (iii) to determine the extent to which the family background affects learners' academic performance in secondary schools. The study adopted a descriptive research design with both qualitative and quantitative approaches. The population of the study comprised 066 subjects with a sample of 056 respondents. The study employed both simple random and purposive sampling techniques to avoid biasness. Data collection instruments included questionnaires and interview checklists. Validity of the study was 084 with a reliability of 0.70 and data was analysed using the Statistical Packages of Social Scientists (SPSS). The study found out that parents' level of education affects the academic performance of learners. The study findings from objective one show that 48(85.7%) which is educated parents predict their children's education performance. Objective two indicated that well-to do parents pay their children's fees in time. The study findings show that 47(83.9%) agree that well-to do parents pay their children's fees in time. Objective three found out that 47(83.9%) agree that parents' lower income influences the education level of learners. The study concluded that it is evident that parental socio-economic status affects the academic performance of learners in all aspects. From the findings, it is evidenced that level of parent's education, level of income and family background are predominant factors that influence children's academic performance. The study recommended that the government creates income generating projects that would boost the income of parents to ensure quality education for all learners.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, purpose of the study, objectives, research questions and scope of the study, significance, conceptual framework, operational definitions and limitations and delimitations of the study.

1.1 Background to the Study

Parental socio economic status refers to the combined economic and social factors that influence a family's overall status. (Soanes,2006).It typically includes elements such as income, education level occupation and socio standing .The education performance of students has long been recognized as being influenced by various factors,(Amin et al. 2010;EI Ansari and Stock 2010; Iman 2017), and parental socio economic status is considered a significant predictor. Understanding this relationship can help educators , policy makers, and parents make informed decisions to support students. Many prior studies have explored the connection between parental socio economic status and academic performance(Sirin, 2005; Stanovich 2009, Law,2011,Chiu and Chow, 2015). Existing literature suggests that higher socio economic status is often associated with better academic outcomes, lower socio economic status may be linked top academic challenges. Therefore, learners from higher socio economic backgrounds tend to perform better academically compared to their peers from lower socio economic status backgrounds(Kyriakides et al, 2018; Sirin,2005,Morgan, Farkas, Hillemeir, and Maczuga,2009). This disparity in academic achievement has been attributed to various factors associated with socio economic status , such as access to educational resources, parental involvement in education, and the home learning environment (Bourdieu and Passeron,1977;BrooksGunn & Duncan,1977).In this case, parental socio economic status often correlates with access to educational resources such as quality schools, supplementary learning materials, and extra curricular activities. Additionally, higher socio economic status parents typically possess greater knowledge about the importance of education and are more likely to be actively involved in their children's schooling there by fostering a conducive home learning environment. Furthermore, the financial stability associated with higher socio economic households can alleviate stressors that may impede academic success such as inadequate housing or insufficient nutrition(Martinez JA.Sherkij, KrullJI,WoodPK,Coll Student Dev.2009). However, it is essential to recognize that the impact of parental socio economic status on academic performance is multi faceted and nuanced. While socio economic status undoubtedly exerts a

significant influence other contextual variables may interact with socio economic status to shape academic outcomes. For example, cultural factors, peer influences, and individual differences in learning may moderate the relationship between parental socio economic status and academic performance(Vangie et al; 2019;Gardner and Steinberg,2005; Peterson,2011; Kadir et al 2018; Boehnke,2008). Nevertheless, despite the wealth of research elucidating the link between parental socio economic status and academic performance, there remains a dearth of studies specifically investigating this relationship with the context of secondary education(Pong, SL.2007; Munir,J,Faiza,M. Jamal,B; Daudi, S;& Iqbal K.2023,Bradley,R.H, & Crowyn, RF,2002). Secondary schools represent a critical juncture in students' academic trajectories, where the ramifications of socioeconomic disparities can be particularly pronounced. Understanding how parental socio economic status influences academic performance in secondary schools is imperative for devising targeted interventions to ameliorate educational inequalities and promote equitable access to learning opportunities. Thus, this study seeks to address this gap in literature by examining academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District.Ford and Harris (1997) examined parental influences on African-American students' school achievements. They focused on parents' level of education, marital status and family income and found out that children from high and middle social-economic families are exposed to a better learning environment at home. This is because of provision and availability of extra learning like computers, televisions, radios, different types of reading material among others. They maintained that most students in low social economic status families are not exposed to these learning facilities.

Notwithstanding the extensive efforts directed to the improvements in education in developing countries such as the United States, learner participation in schools has remained one of the main problems in the educational sphere (Winthrop & McGivney, 2014). Sufficient evidence is available that shows the existence of some problems associated with the inability of girls to participate in educational activities at the same rate as boys. Some studies (e.g. Kadzamira & Rose, 2003; Mzuza et al., 2014) have cited such conditions by grouping them into three categories, namely, socio-economic conditions as well as socio-economic and class related issues.

According to United Nations, (1993), socio-economic factors, socio-economic and attitude of parents on education have not kept pace with modernity. Education is an investment whose returns are highly valued throughout the world. Worthen and Sanders (1987) observed that in most nations education is increasingly reviewed as a secondary means of solving social problems. Through education, people

acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development.

Children from higher social classes in New York also have advantages in gaining educational credentials due to their families. Cultural capital is considered an important factor for school success. Yang (2003), suggested possession of cultural resources had the most significant impact on academic achievements in most countries. If cultural resources are differentiated according to family background, and if some cultural resources have more value than others in the education system, it is reasonable to assume that differential achievement is related to an individual's social class (Barone 2006). For example, a student's social ability and language style, as well as attitudes toward the school curriculum and teachers, may differ according to social class origins (Barone 2006). As such, parental school choice in some countries favors children from those families that already possess dominant cultural advantages (i.e., children attending private schools in the United States), thus confirming the cultural inequalities between classes and status groups of families to produce educational inequalities among their children (Shavit and Blossfeld 1993).

Lareau (2011), further posited that in South Africa, middle-class parents have a different parenting style, which she termed concerted cultivation, fostering their child's talent through organized activities, while working-class parents tend to have a natural growth parenting style, letting their children create their own activities with more unstructured time. Consequently, middle-class families prepare their children better for school since their parenting style is more valued and rewarded by the school system. The World Bank (2012) shows that almost 84 percent of the population in Malawi lives in the rural areas where poverty levels are extremely high, which implies that most learners in Malawi are from economically disadvantaged societies. With the existence of poverty in Malawi, which was estimated at 69.9 percent in 2016 by the World Bank, learners from rural and poor households face numerous barriers in attending and remaining in school. Most of the learners either repeat classes, get pregnant and in more severe cases drop out before completing secondary education (Kadzamira & Rose 2003; Mzuza et al., 2014).

As reported by the Malawi Ministry of Education (2012), although enrolment rates for both girls and boys were almost on a par in the first grade, the secondary enrolment rate dropped drastically as students moved up the grades. In 2012, for example, the secondary completion rate for learners was only 31 percent compared to 49 percent for boys (Ibid).

A study by Brock and Cammish (1997) on factors affecting learners' academic performance in seven developing East African countries found that a mixture of socio-economic and religious factors affected learners' participation. The same study further specified socio-economic factors, gender bias in teaching materials, geographical location of schools, learners' early marriages and heavier domestic and subsistence workload on learners as some of the main contributing factors. Another related study was conducted by Hunt (2008) who affirmed that learners' academic performance is affected by traditional and cultural practices, financial needs, poor quality of the environment and learning processes, inadequate healthcare, insecurity, civil unrest, un-enforced laws and policies protecting learners and women.

Discrimination of learners in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 2012). Lack of education affects other aspects of life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after secondary education, child's survival rates increases by about 5%. In Africa, about 18 million learners are without education and more than 2/3 of Africa's 200 million illiterate adults are women. To enable learners participate in education parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, personal effects like pads, less housework to enable them have ample time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role model in all actions and talks that parents portray (GCN, 2014).

In Uganda, it has been estimated that over the last decade, the politics of gender in education has been carried out with the context that women deserved better in terms of numerical representation. Though women constitute slightly over half of Uganda's population, majority are poor. Education Report of Uganda (1964) mostly known as Ominde Commission and other education reports made recommendation to the need for accelerating the education for better performance. Republic of Uganda (2013) recognized tremendous efforts made by the Uganda government to improve education including affirmative action on the expansion of facilities to enable the learners' to study. This policy allows a girl who drops out of school due to pregnancy to continue with education (Koringura, 2014).

World Bank (2006), noted that the only way to reduce the disparities in womens' involvement in economic activities is to involve learners in education by developing learner's friendly measures and packages for better performance which should include locating many schools to the communities,

abandoning school fees, having locally based female leaders as role models and flexible school calendar that could cater for students' academic performance.

According to the District Education office (2019), the general academic performance of learners in secondary school education had lagged behind in Kibuku District in terms of parents' involvement and enrolment percentage rates. They reveal that it is to this effect that it became a great concern to encourage learners in the secondary institutions to work hard to prepare them for adulthood responsibilities and enable them to fit and compete favorably in the job market (Republic of Uganda, 2013).

The participation of learners in secondary education is of great importance to the nation's socio-economic development, social-cultural growth and for women empowerment. This is because it shapes the whole destiny of a person hence a lot of morals are added to life style of the learners. This calls for the involvement of parents, teachers, government and other stake holders in enhancing the academic performance of learners in secondary education through provision of basic requirements which to a greater extent should come from the parents. Whether this is true in Kibuku District, there is scanty information to reveal the results. It was from this background that the study sought to examine the impact of parental socio economic status on academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District.

1.2 Problem Statement

The impact of parental socio economic status on the academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District remains a significant area of concern within the field of education. Despite extensive research documenting the influence of socio economic status on students outcomes, there is lack of comprehensive understanding regarding how specific socio economic factors interact with secondary school environment to shape academic achievement. Drawing on seminal studies such as the Coleman Report(Coleman, Hoffer & Kilgore,1982), which underscored the role of family characteristics in educational attainment, this research aims to explore the nuanced dynamics of socio economic disparities within secondary education. The general academic performance in selected secondary schools in Kadama Town Council is not the best. In the situation where facilities are provided to the learners such as enough teachers, textbooks, laboratories, libraries, good school administrators, pens, uniforms, among others, there will be good performance of students irrespective of the socio economic status of parents. However, this is not the case in Kadama Town Council, Kibuku District where there is inadequate teaching staff, scholastic materials, insufficient

infrastructure, text books, among others (Auditor generals report, 2023). Despite the government intervention to curb the situation with its programs like Universal Secondary Education, payment of teachers' salaries, provision of textbooks, construction of laboratories, the increment of teachers' salaries among others, the situation seems not to improve the performance of learners generally, as there is difference in performance of learners since there are those who perform well while others do not perform well, despite being in the same environment. In this case, the researcher wonders the difference in social economic status of parents is the cause of these disparities. This therefore, is the reason why the researcher is concerned to carry out a study on the impact of parental socio economic status on academic performance of learners in selected secondary schools in Kadama Town council, Kibuku district.

1.3 Purpose of the Study

The study examined the impact of parental socio economic status on academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District.

1.4 Specific Objectives

The study was guided by the following objectives;

1. To examine the extent to which parental level of education affects learners' academic performance in secondary schools.
2. To determine the extent to which parental level of income affects learners' academic performance in secondary schools.
3. To determine the extent to which the family background affects learners' academic performance in secondary schools.

1.5 Research Questions

The study answered the following questions;

1. How does the level of parents' education affect academic performance in secondary schools in Kadama Town Council, Kibuku District?
2. How does the level of parents' income affect learner education in secondary schools?
3. How does family background affect the academic performance of learners in secondary schools?

1.6 Scope of the Study

The scope of the study was limited in terms of content, time and geographical scope.

1.6.1 Geographical Scope

The study was carried out in Kibuku district. Kibuku District is bordered by Pallisa District to the north, Budaka District to the east, Butalejja District to the south, and Namutumba District to the west. The district headquarters at Kibuku, are located approximately 53 kilometers (33 miles), by road, west of Mbale, the largest city in the sub-region. The coordinates of the district are: 01 02N, 33 50E. Generally, the study was conducted in Kadama Town Council. Kadama Town Council is bordered by Kenkebu Sub-county to the East, Nabiswa Sub-county to the North, Nandere Sub-county to the South and Kabweri Sub-county to the West. The following schools were used in the study; Kadama Muslim Secondary School, Kaamu Memorial Secondary School, Highlight Secondary School, Paradise Secondary School and St. Peter's Seed School.

1.6.2 Content Scope

The study examined the impact of parental socio economic status on academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District.

1.6.3 Time Scope

In terms of time span, the study was carried out from December 2020 to May, 2024. This period was considered because it is the time when UNICEF, UNESCO, WHO, reported the high rates of the parental socio-economic status and how it affected the academic performance of learners in secondary schools.

1.7 Significance of the Study

This study was developed to have relevance in the improvement of the education system of not only Kadama Town Council but also Kibuku District and other educational institutions in Uganda and Africa. The study created awareness to educationists which help parents to understand that their socio economic status plays a great role as regards academic performance.

The result of the study could be used by the school administrators and teachers in understanding parents' level of income, family background and parents' level of education and how they affect the students' academic performance and give them necessary guidance and counseling to improve their participation in secondary education.

The information may be used by the educators to sensitize teachers on how to make students have a positive attitude towards participation in education.

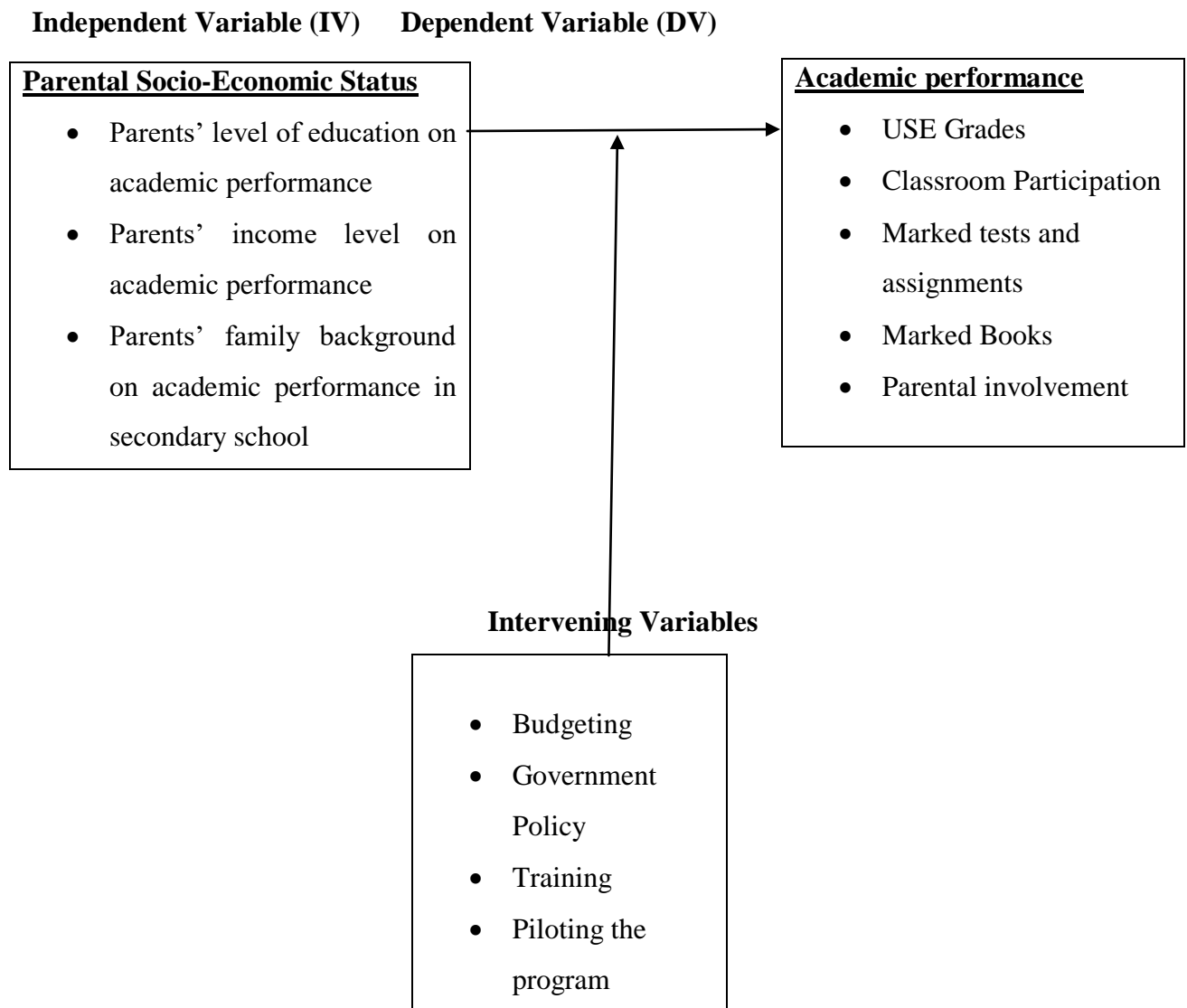
The findings may also be used by the Ministry of Education to enhance provision of teaching learning resources to enable students better their performance in secondary education.

The findings may sensitize parents to be aware of their roles in supporting the children’s academic performance.

Finally the results of the study may add to the existing knowledge on parents’ social economic status on students’ academic performance in secondary schools.

1.8 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between the parental socio-economic status and academic performance of learners.



Source: Primary Data, 2024

The conceptual frame work above shows the relationship between parental socio-economic status and academic performance of learners. It demonstrates that the relationship between independent variable, parental socio-economic status and dependent academic performance of learners which is linear. The negative effect of parental socio-economic status could be controlled by coming up with policy guides, and piloting the program, training more teachers on how to handle and appreciate the teaching and a national budget for carrying out the teaching successfully. However, the interaction of these variables determines the outcomes of students in academics as shown above.

1.9 Definition of significant terms

Attitude: This refers to negative or positive predisposition; to think, to perceive, to feel or to behave in a certain way towards people, objects, events or situations or participation.

Academic performance: This is the outcome of the students after assessments. This study measured academic performance basing on average grade scored by students in exams.

Economic factors: This refers to business activities, farming practices and other jobs which earn salaries or wages or income.

Influence: This refers to contributing or playing a role towards something's success or failure like contributing towards the girl — child's participation in secondary education.

Income: This refers to the monetary payments received for goods or services, or from other sources such as rent or investments. In this study, income levels were measured basing on the total monetary payments of parents' goods or services, rents or other investments.

Social-economic status: This refers to individual's /groups' demographic, social and economic position in relation to others. In this study, the social—economic status was measured in terms of parents' level of income, level of education and occupational status.

Social-economic factors: This refers to a way of describing people based on their education, income, and type of job. People with a lower socioeconomic status usually have less access to financial, educational, social, and health resources than those with a higher socioeconomic status.

1.10 Limitation of the study

According to Best and Kahn (1998) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations.

Limited Funding

Lack of funding made it difficult for the researcher to reach more schools as is desired. The study was limited to the few selected secondary schools in the Town Council. This limitation was handled by

employing mainly a qualitative design and some quantitative aspects to get rich and in depth information from the respondents.

Teachers' Perception of Researchers

Some respondents view researchers as idlers who go around creating trouble by reporting whatever is not right in their schools to the Ministry. In the schools where this attitude was prevalent, the researcher was neither welcomed nor given audience and upper class teachers claimed to be very busy. They neither responded to the questionnaire nor allowed the researcher in their lessons to observe how they teach. Nevertheless, the researcher found other schools that were willing to participate in the study.

Principles exist in the mind and not visible with the naked eye

The researcher dealt with a subject of principles which are mental attitudes and thoughts and these cannot be observed in themselves. He went around this problem by employing observation as a research instrument to observe the effects of the principles and interviews to ask the teachers what socio-economic factors affect learners' academic performance.

1.11 Delimitation of the study

Delimitations are boundaries of the study (Mugenda and Mugenda, 1999). The study was conducted in Kadama Town Council, Kibuku District. The study examined the parental level of income, family background and parent level of education on academic performance of learners in secondary education. It concentrated only on school head teachers, teachers, Students, parents (PTA members) and District inspector of schools within the area of study so as to make the study manageable. The study covered only selected secondary schools in the sub-county.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the relevant literature for this study. The study presents empirical literature that revolves around the three objectives developed in chapter one. These included: to examine the level of parents' education on learner's academic performance in Kibuku District; to establish level of parents' income on learner's academic performance in secondary schools and to explore the effect of family background on learner's academic performance.

2.1 Parents Level of Education on academic performance of learners

Parents are considered as the first teachers of their children education. This implies that parental level of education influences children's academic attainment. Ahmad (2013) posits that children whose parents have low education attain lower test scores in contrast to pupils whose parents have a high education level. This might be attributed to the fact that educated parents provide psychological, economical, emotional and intellectual support to their children's education than those of illiterate parents. Similarly, children from educated parents may feel comfortable and adjust to learning process which results in high academic performance.

Desforges and Abouchar (2003) noted that parental involvement in education of children include: providing a conducive home environment, discussion with the child, role modeling, contact with school, participation in school activities and governments and helping with school homework. Bryan, (2005) adds that children are likely to perform better in a conducive home environment. Haack (2007) noted that less educated parents are not caring, have poor relationship with their children and assume that it's only teachers who have responsibility to guide and counsel students on discipline matters.

According to National Institutes of Health (2013), parental level of education significantly predicts learner's educational performance and reduced behavioral outcome. Educated parents concentrate in raising children of academic self-perception, involve them in intellectual activities that necessitates positive attitude towards learning with minimal discipline outcome. Further, Guryan, Hurst, Kearney and National Bureau of Economic Research (2008) note that better educated parents spare adequate time with children on educational engagement. This implies that children whose parents are educated acquire and model social skills and problem-solving strategies conducive to their educational attainment. Therefore, children of educated parents exert more interest to learning, have enhanced

positive beliefs, are more concerned with education adapts to more learning strategies than children of lower levels of learning.

Kunje (2009) concluded that parental level of education has a positively significant association with learner's education aspirations. Vellymalay (2010) conducted a study on the relationship between parents level of education and children's attainment. The study revealed that there exist no significant differences between parental level of education and children's academic outcome. Ogoye (2007) noted that illiterate parents cannot help their children with homework assignments. Muola (2010) assert that children's motivation at their educational attainment largely depends on parental income and level of education.

Rana, Nadeem and Saima (2015) carried out a study on influence of parents' educational level on secondary school students' academic achievements in Rajanpur district, Pakistan. A sample of 200 students was sampled through simple random technique. The inferential statistics, Z-test was used to indicate the relationship between parental level of education and students' academic performance. The study concluded that highly educated parents have a positive influence on children academic outcome. However, the present study was conducted in pre-primary schools and used ANOVA to indicate the relationship between variables under investigation.

Ahmad and Naeema (2013) posit that parents of good educational background are in a position to act as second teachers, provide necessary learning materials and guiding and counseling their children in educational matters than those of illiterate parents. Echaun, Ndiku and Sang (2015) investigated influence of parental engagement in children's homework on academic performance in public primary schools in Teso North Sub County, Busia- Kenya. The study concluded that parents assist children in reading, writing and solving problems. Musgrave, (2000) noted that children from a good educated background always prefer to copy the footsteps of their parents therefore work extremely harder in their studies.

A study by Sureehkumar (2012) in Malaysia indicated that educated parents act as home tutors, engage most of their time and resources in their children's education cooperate with school on education-related activities with teachers and prepare home learning time table for the children. These have advantages that enable children to academically perform better.

Aqsa, Ilyas, Azam and Abid (2013) conducted a study on impact of parents' education on children's academic performance in Punjab state, Pakistan. The study adopted cluster random sampling technique to select a sample of 394 students from one University. A self-administered questionnaire was utilized

to collect data. Descriptive statistics percentages and inferential statistics ANOVA was used to analyze data. The study concluded that parent level of education has a high association on children's performance.

A study by Amuda and Domiya (2016) determined parental level of education as a predictor of students' academic performance among NCE students in Nigeria. The researcher used a sample of 1200 students selected from a population of 13,529 students through stratified sampling and simple random techniques. A Proforma developed by the researchers was used to collect data. Data was analyzed using descriptive statistics and multiple linear regression analysis. The study concluded that parental level of education do not significantly correlate with students' academic performance. The study recommended that parents should assist their children with practices such as English speaking language and reading and holding frequent discussions with their children on how to improve in their academic studies.

Osei Akodo et.al (2012) conducted a study on the extent to which parents are involved in their children academic performance in Ghana. The study used randomized cluster sampling technique in which 100 schools were selected from eight out of the total ten regions. The study revealed that a majority of parents (83%) assisted their children with educational programs while 17% of the parents did not assist in their educational endeavors. Similarly, Guolaung Erlendsdottir (2010) conducted a qualitative survey study in Namibia on the extent of parental involvement in students' education performance. The study used seven parents of students who had attained high grade scores in examinations. The study revealed a positive correlation between parental involvements in their children education. This was consistent with Kosgey (2016) findings who did a study on influence of parental involvement on students' academic performance in Nakuru County, Kenya. The study used ex-post factor design and stratified random sampling technique to sample 180 students in 6 secondary schools. The researcher established that parental involvement did not significantly influence students' academic performance.

In Pakistan, Suleman, (2012) established that parental level of education has an effect on secondary school students' academic performance. Ruth, et al (2011) in Spain also posits that there was a positive relationship between parental level of education and cognitive performance in Spanish adolescents. McIntosh (2008) in Canada further established that highly educated parents enable their children to be more successful at school. Farooq, et al (2011) in Pakistan also agree that parental level of education had a significant influence on students' overall academic performance especially in Mathematics and English.

A study by Lara-Cinisomo, et al., (2004) among children from sixty-five Los Angeles neighborhoods in USA established that mothers who had not received secondary school education did not provide reading and other learning materials to their children at home because of their inability to effectively visit the library regularly and read stories to them. This is a clear indication that children of low parental level of education are disadvantaged with school homework assistance. However, the present study looked at parental level of education on both parents unlike the reviewed study that only looked at mothers' level of education.

Additionally, studies by Barnett, Carolan, Fitzgerald and Squires (2011) found out that there exist a correlation between parental levels of education and children's readiness for learning. The study further established that parents with higher educational levels have a better understanding of what their children needs such as teaching and learning resources necessary to support children's readiness for school. This study however, only looked at parental level of education and children's readiness while the present study investigated on children's academic performance for grade one.

Kingori and Kingori (2018) conducted a study on parental level of education and students' academic performance in secondary schools in Laikipia County, Kenya. The study was based on Feininger's social comparison theory. It employed ex post facto research design. A questionnaire was used to collect data among 375 Form three and four students in 106 public secondary schools through simple random sampling technique. Descriptive statistics were produced using percentages and frequency while inferential statistics χ^2 statistic was used to indicate relationship between variables at .05 alpha level of confidence. The study revealed that parental level of education had a positive influence on students' academic performance. However, the study did not establish a strong relationship between parental level of education and students' performance at (Cramer's $V=.145$) and statistically insignificant ($\chi^2=21.22$; $df= 15$; $p> .05$). The study further revealed that parental level of education ($p> .05$) increased with students' educational expectations. However, the present study was based on Bronfenbrenner's (1997) theory of human development and both quantitative and qualitative instruments were used to collect data from head teachers, teachers and parents for analysis and interpretation on pre-primary learners' performance.

Korir and Wambugu (2018) conducted a study on influence of parental level of education and parental income on students' academic performance in public day secondary schools in Kipkelion Sub-county, Kericho County, Kenya. The study had a sample of 210 form four students selected using stratified and simple random sampling techniques based on causal-comparative research design. Questionnaire and

document analysis were used to gather information on students' home environment and on mock examination respectively. Data was analyzed based on descriptive and inferential statistics (ANOVA). The study established that the parental level of education had no effect on students' academic attainment. The study recommended that parents should be sensitized on involvement in the education of their children.

Kainuwa and Yusuf (2013) concur that parents of good educational background are in a better position to model positive social skills, problem solving skills, and positive moral values in children in contrast to those of lowly educated parents. Other related studies established a positive relationship between parental level of education and learners academic performance (Onderi, 2014; Makewa, et al, 2012; Ntitika, 2014). This aspect is supported by Ogwenon, et al (2014) who found a positive correlation between mother's level of education and students' academic performance. The above mentioned afore are also in consistence with the findings of Muruwei, (2011) and Alokun, (2013) in Nigeria who established that parental level of education greatly influence students' academic performance.

2.2 Parents' level of income on academic performance of students

Parental level of income is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Along this line of argument, Liu and Qiu (2018) argue that poor parents do not invest adequately in their children's education which leads to poor educational outcomes. In support of this claim, Ovansa (2017) noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children's academic performance.

Students who are sent home frequently to collect school fees miss a lot of instructional time implying that they do not cover the syllabus effectively. Students from poor parents may be deprived of other basic needs. Omoniyi (2019) agreed with this statement when he noted that children of poor parents often lack adequate food, shelter, and good healthcare. This hurts academic performance because Okioga (2013) stated that students from low-income families are unable to concentrate on class activities due to a lack of basic needs. Poverty is linked to increased levels of parental stress, depression, and poor health conditions that might negatively affect parents' ability to nurture their children well (Evans &Garthwaite, 2010). Thus, it can be seen from the foregoing that children from disadvantaged backgrounds are at a higher risk of lacking quality education.

On the other hand, students whose parents have high levels of income outperform their peers from poor backgrounds due to several factors. Liu and Qiu (2018) maintained that affluent parents can afford

to organize home tutoring, and in this way, consolidate their influence on their children's performance. As a consequence, the authors note that students from high-income parents have higher educational aspirations and expectations than their peers from poor backgrounds.

Furthermore, Zhao and Hong (2012) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents are more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance. Chinyoka and Mugweni (2020) revealed that increased parental involvement is linked to increased class attention and motivation to do well in school.

Because of the high poverty rate in the United States, the link between parental income and students' outcomes has emerged as an important area of study (US Census Bureau, 2009). For instance, by matching data from 4,500 children participating in the National Longitudinal Survey of Youth (NLSY) to that of their mothers, Dahl and Lochner (2012) investigated how family income impact child achievement. The study results established that parental income had a significant influence on students' achievement. Their study further showed that a \$ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was done in a foreign context and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

In China, past studies have shown that parents' economic status is a powerful predictor variable influencing the academic performance of children (Liu, 2008; Wu, 2009; Wu, 2013a; Li, 2016). To further these studies, Lin and Han (2017) using family data drawn from 1,050 samples derived from China Family Panel Studies (CFPS) investigated the effect of family income on children's education. The results of the study showed that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, has low educational expectations for their children and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study was done in Kenya. Whereas this study relied on secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents.

In Japan, a study concluded that parents' level of income is positively correlated with students' academic performance. By including a sample of 300 students from two high schools who were randomly selected, Machebe, et al. (2017) investigated the impact of parental level of income on students' academic performance in high schools. The study employed questionnaires to collect data.

The study findings showed that parents' level of income had a positive influence on students' academic performance. Specifically, the study established that greater academic achievement for a student was attained by students from high-income families. This study however involved only 2 high schools while the current study involved a larger sample of 24 schools. Whereas this study involved only students, the current study sought opinions from more participants such as principals, teachers and parents representatives in addition to students.

In Ghana, Adzido, et al. (2016), designed a study to investigate how family income influences the academic performance of tertiary students. The study employed a descriptive survey research design and used questionnaires to gather data from a sample of 480 students selected through a stratified-quota-simple random sampling technique. Data analysis techniques included frequency distribution tables and bar charts. The study findings suggested that family income positively affects students' academic performance. This study concluded that high parental income helps improve students' motivation and learning processes and hence leads to better academic performance. However, this study has several methodological limitations compared to the present study. Whereas the present study employed both descriptive and inferential data analysis techniques, the reviewed study used only descriptive data analysis techniques which included tabulating frequencies and bar charts. As such, this reviewed study fell short of establishing the association between the independent variable and the dependent variable.

Through both quantitative and qualitative approaches, Omoniyi, Gamede and Uleanya (2022) investigated the impact of the household poverty trap on learner's achievement in rural secondary schools in the Zululand District of South Africa. The study was implemented in 5 schools and it involved 250 students who were selected through a simple random sampling technique and 5 educators who were conveniently sampled. Data from students was collected through the use of a questionnaire while data from educators was gathered through focus group discussion. Quantitative data were analyzed mainly through frequencies and percentages while qualitative data was analyzed thematically. The findings of the study demonstrated that poverty is of negative consequences on learners' academic achievement. The study recommended educators; leaders and other stakeholders identify strategies that can help learners from poor backgrounds to overcome barriers that hamper their performance. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. In the absence of inferential statistics, descriptive statistics alone are not enough to arrive at major conclusions.

Gemechu (2018) in Ethiopia investigated the effect of family socioeconomic status on students' academic achievement at Haramaya University, Eastern Ethiopia. The study results showed that there was a weak positive relationship between family income and students' academic achievement. The study employed a descriptive research survey design and used a stratified random sampling technique to include 172 students. This study is however different from the present study in that it included a larger sample of 378 respondents consisting of students, parents, school heads and teachers to triangulate responses.

In Kenya, a study done in Bungoma County, Kenya by Kiboi (2018) on the effect of parental socioeconomic status on students' academic performance in secondary schools reported a positive statistical correlation between parent level of income and students' academic performance. The study randomly selected 120 students and purposively sampled 8 head teachers, 8 class teachers and 8 guidance and counseling staff. This study did not include responses from parents and therefore gathered parents' income data indirectly through other parties. The present study may include parent representatives to fill that gap.

Closely related to how parents' level of income influences students' academic performance, Owuor and Sika (2019) implemented a study in Mbita Sub County, Kenya to explore how parental financing influences the academic performance of secondary schools. The study employed a descriptive survey research design and included 18 secondary schools. All 18 principals of the participating schools were purposively sampled. In addition, the survey involved 108 teachers, 72 students and 72 parents. Questionnaires were used to collect data from respondents. The study reported a significant moderate relationship between parental financing and students' academic performance. Descriptive results revealed that it was only a small percentage of students paid school fees on time. The finding could suggest that parental income limited parents to pay fees and finance other school activities. This study did not seek to establish the parental income which was done in the current study. The study was done in Mbita Sub-county which is a different geographical and social context from Kadama Town Council where the current study is done.

2.3 Effect of family background on students' academic performance

Kubue & Okolo (2008) defined family as a small kinship structural group with the key function of natural socialization of the new born. Similarly, Okunniyi (2004), family is defined as a primary social group of parents, offspring and possible other members of the household. The family has the potentials to influence academic performance. This is because it is the first environment of the child and the initial experience. Family background of students determines how the child views himself and the way he views others. The society is a function of these two factors. In other words, the environment of the child at home determines his behavior as well as how he relates with others. However, the essential factors inherent in a home or family are the socio-economic, cultural and psychological factors. Family background refers to all the conditions and circumstances in the family which influence the child physically, intellectually and emotionally (Muola, 2010).

Children coming from different family backgrounds are affected differently by such family condition, which is why some children have good family background while some have poor background. Formal education therefore remains the vehicle for human development which must start from the family. There are different categories of families. The major categories of families according to Anderson & Taylor (2000) includes: Traditional families—where the father is the major breadwinner and mother at home rearing children; divorced families—families that have been reconstituted following the breaking of marriage; single parent families—likely headed by women; step families—with new siblings and new parents stemming from re-marriage. A family could also be categorized as extended or nuclear. Extended families are those in which large group of related kin in addition to parents and children live together in the same household. This is the type of families prevalent in African countries. Nuclear families are families where married couple resides together with their children. This type of family is common in Western countries (Andersen & Taylor 2000).

Eamon (2005) emphasizes that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic performance (Eamon, 2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

The economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family environmental factor is the structure of the family.

Structurally, a family is either broken or intact. Eamon, (2005), agrees that a broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization or routines and schedules, In single parent families, children may suffer some psychological and social problems which affect their academic performance.

According to Jeynes (2002), the socio-economic status (SES) of a child is most commonly determined by combining parent's educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individual's economic attainment, though it is sometimes ascribed on the individual.

Francis (2007), opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some

families are likely to give their children poor academic background because of lack of financial support.

Okwulanya (2003), opines that motivation is another very important key factor to successful education. He emphasizes that motivation from educated parents strengthens the academic aspiration and language development in their children to perform better in their academic work. According to the scholar, some children may come from homes where academic is much valued, where there are books around them and most of the time, they see their parents reading. Their parents may give them books as Christmas presents. They encourage them to read many books whether by organizing mini library for them at home or by encouraging them to use the state library. Okwulanya (2003) went further to emphasize that some children may come from illiterate homes, where no importance is attached to books. In such families children scarcely see their parents at home. In all, the researcher's conclusion is that motivated students are likely to engage in an activity more vigorously and more effectively than unmotivated one. Motivation is always goal orientated. The importance of parental level of education to academic performance of students cannot be over emphasized.

According to (Steinberg et al. 1992; Fan and Chen 2001; Zhao and Hong 2012), parents' educational expectation and behavioral support for children affect their economic status, resources and ability. There is a significant difference in the educational support such families will provide. Parents' behavioral support for their children's education such as checking homework, discussing their results and school conditions can also foster the formation of good study habits of children depending on the family background influence their academic performance.

Bourdieu and Passeron, (1990), stress that family cultural resources and environment determine children's educational aspirations and performance. Compared with families with insufficient capital, parents with rich cultural capital are more aware of the school rules, invest more in cultural resources, and pay more attention to cultivate their children's educational aspirations and interest, help children with school curriculum and enable them to perform in academics outstandingly.

Jeynes (2002), asserts that highly educated parents can use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the educational and professional elite.

Closely related to the above Muola, (2010), stresses that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents enhance their children's development and human capital by drawing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary. Estimates suggest that, by age 3, children whose parents receive public assistance hear less than a third of the words encountered by their higher-income peers. As a result, the children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school. Whether this is true in Kadama Town Council, there is no evidence as data is yet available.

2.4 Literature Gap

Most studies that look into the students' academic performance but do not attach it with inadequacy or lack of parental involvement and socio-economic status. Although studies in Uganda (see for example those of Sumra and Rajani, 2006; Hakielimu, 2007; Makombe et al, 2010) have lamented on poor performance in secondary schools, they did not link this situation with parental social economic status of a learner. United Nations, (1993), confirms that the level of parental education, income and family background influence learner education. Since education is an investment whose returns are highly valued throughout the world, the low learner enrolment may have been attributed to low learner or women empowerment. Much as many scholars have done studies on family background and academic performance; Eamon, (2005), who notes that family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child. These have not been done in Kadama Town Council. It is from this point of view that a study on parental socio-economic status on academic performance of learners in selected secondary schools be done and thus, the study sought to make a contribution to the literature on quality education with the help of parental socio-economic status in Kadama Town Council, Kibuku District-Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a description of the methodology, which will be used in the study. It includes description of the research design, sampling procedures, description of the study location, data collection procedures and data management procedures.

3.1 Research Design

The study adopted a descriptive research design with both qualitative and quantitative approaches. Aaker et al (2002) defines a research design as the detailed blue print used to guide a research study towards its objectives. The study was descriptive in that it will describe the impact of parental socio economic status on academic performance of learners in the selected secondary schools. According to Mugenda and Mugenda (2003), a descriptive design entails systematic and empirical inquiry in which the researcher does not have a direct control of independent variables as their manifestation has already occurred. The main rationale for using this design is that it allows in-depth study of the subject matter. Secondly, the design is suitable for describing the attitudes, opinions and behavior patterns of people. A descriptive design allows a researcher to study how the independent variables affect the dependent variable. Qualitative research methods were used to describe life experiences and give meaning to them, while quantitative approach involved conversion of data into numeric forms for analysis and interpretation.

3.2 Area of Study

Generally, the study was conducted in Kadama Town Council. Kadama Town Council is bordered by Kenkebu Sub-county to the East, Nabiswa Sub-county to the North, Nandere Sub-county to the South and Kabweri Sub-county to the West. The following schools were used in the study; Kadama Muslim Secondary School, Kaamu Memorial Secondary School, Highlight Secondary School, Paradise Secondary School and St. Peter's Seed secondary School. The selection of this area was based on the following reasons; first, the area has the highest number of secondary schools, also Kadama Town Council exhibits poor performance in UCE Exams.

3.3 Population of the Study

Population is the total aggregate or group of individuals or objects to which a researcher is intended in generalizing the conclusions of a research (Best and Karn, 1996). The population for this study included the District inspector of schools, students, parents, teachers and head teachers of selected

secondary schools in Kadama Town Council. The population of the study consisted of 066 respondents which will include 1 Inspector of schools, 2 members of PTA from each school times five ($2 \times 5 = 10$), 5 class teachers from each of the five schools times five ($5 \times 5 = 25$), 5 class captains from each school times five ($5 \times 5 = 25$) and 05 head teachers. The District inspector of schools were selected because they oversee the education system on behalf of the government. Head teachers were considered because they have authentic information pertaining the impact of parental socio economic status on students' academic performance in selected secondary schools. Teachers were involved in the study because they are involved in monitoring students' school attendance, assessment and evaluation of students, and they also know students very well in terms of their weaknesses, strength and general behavior. Students were involved in the study because they are the ones directly affected by parental socioeconomic status thus they are rich in formats. Parents also participated in the study because they are the main subject of concern whose socioeconomic status directly impacts students' academic performance.

3.4 Sample Size

According to Mugenda (2010) and Peter (2012), sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of study was drawn from the total population of 066 respondents who will comprise 01 Inspector of schools, 05 head teachers, 10 Members of PTA, 24 class teachers and 24 class captains. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix IV).

Table 3.1: Sample size and distribution

| Respondent Category | Target Population | Sample Size | Sampling Technique | Reason |
|------------------------------|--------------------------|--------------------|---------------------------|---------------|
| Inspector of Schools | 01 | 01 | Purposive | Convenient |
| Head Teachers | 05 | 05 | Purposive | Convenient |
| Parents (PTA Members) | 010 | 010 | Purposive | Convenient |
| Class Teachers | 025 | 024 | Random Sampling | Unbiased |
| Class Captains | 025 | 024 | Random Sampling | Unbiased |
| Total | 066 | 056 | | |

Source; Krejcie & Morgan's population table, (1970) modified by the researcher

3.5 Sampling Procedures

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009). In this study, a researcher used simple random and purposive sampling techniques as described below.

3.5.1 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appears when each unit of the sample has been selected entirely by chance where each subject or unit in the population has an equal chance of being selected. This technique was used to select the class captains, and class teachers from the selected public and private secondary schools from Kadama Town Council, Kibuku District. After the pieces of papers have been mixed up in a basket, the researcher will ask class captains and class teachers to randomly pick up coupons one at a time until a sample of five schools is obtained. Simple random sampling procedure is preferred because it has the power to minimize biasness and maximize sample representativeness.

3.5.2 Purposive Sampling

Purposive sampling technique was used to obtain parents (PTA Members), head teachers and Inspector of Schools from the selected public and private secondary schools who are expected to provide information about the impact of parental socio economic status on Academic performance of learners in selected secondary schools. The technique was also used to sample out the head teachers who are responsible for the management of the schools. The Inspector of Schools were also considered for this sample because they are the overseers of the schools and hence had information regarding the use of impact of parental socio-economic status on academic performance of learner in the selected schools.

3.6 Data Collection Instruments

Research instrument is a survey, questionnaire, test, scale, rating, or tool designed to measure the variable(s), characteristic(s), or information of interest, often a behavioral or psychological characteristic. In this research, questionnaire, and Interview checklist were used.

3.6.1 Questionnaire

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required, Sarantakos, (2005) which used in this study. This method was used to aid in the collection of data from class captains, class teachers and parents (PTA Members). According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended liker scale questionnaire was designed and used in accordance with the

objectives one and two and the key variables of the study. A questionnaire was preferred because there was less chance of any bias with a standard set of questions to be used for your target audience. According to Mugenda & Mugenda, (1999), a questionnaire is appropriate for large samples and respondents could fill them at their own convenience as recommended. The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variables with closed ended questions and section C had open ended questions. The researcher developed a questionnaire based on a four point Liker scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

3.6.2 Interview

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which were essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the head teachers and District inspector of schools with no variation but with some scope for follow-up questions to responses that warranted further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that had been over-looked in other methods and yet they were deemed vital for the study.

3.7 Data Quality Control

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

3.7.1 Validity of the Instruments

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). To determine the validity of instruments, the researcher conducted a preliminary survey at Budaka secondary School located in Budaka District since this has the same characteristics with the schools under study. The questionnaires and interviews were piloted to 8 teachers and 5 students before the larger actual survey was conducted in Kadama Town Council. This was done to discover the ambiguities and some grammatical errors in the question items before they are corrected. This helped to cross check the validity of the instruments. The researcher had an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors

or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from his supervisor who helped to improve on the clarity on the items from the questionnaires and interviews. The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid because it had a value of 0.84.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

3.7.2 Reliability of the Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). The Statistical Packages of Social Scientists (SPSS) were used to ascertain it. Cronbach’s Alpha of a minimum reliability analysis of 0.70 and above was taken as reasonable measure of internal reliability. The score obtained was 0.818 and the instrument was adopted as being reliable. The points were achieved when the valid items were divided by the total number of items times one hundred;

$$17/21 \times 100 = 80.95.$$

Table 3.2: Reliability statistics

| Cronbach's Alpha | No of Items |
|------------------|-------------|
| 0.818 | 21 |

Source: Primary Data, (2024)

3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced her as a student of the University from the Department of Education. The head teachers of the selected schools of Kadama Town Council helped the researcher to collect data by giving her a go ahead. The researcher then collected the data in the Town Council.

3.9 Data Processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen et al, 2007). All information that was collected from interviews and questionnaires was subjected to content

analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on learners' academic performance.

3.10 Ethical Considerations

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality was sought and they are assured that the data they provided was strictly for purposes of the study.

In addition, to enhance the participant's privacy, the respondents' names were not used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible avoided in trying to access information from the respondents but rather observe professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the impact of parental socio economic status on academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District had been carried out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The chapter presented findings on the impact of parental socio economic status on academic performance of learners in selected secondary schools in Kadama Town Council, Kibuku District. Data was analyzed using self-administered questionnaires and interviews. It contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

4.1 Response rate of the respondents

Table 4.1The response rate of the respondent

| Response | Frequency | Percentage |
|----------------------|-----------|------------|
| Expected respondents | 56 | 100 |
| Actual respondents | 54 | 96.4 |
| Non response | 02 | 3.6 |

Source: Secondary Field Data (July, 2024)

In this study, the researcher expected to interview 66 respondents (100%), however, she was able to interview 54(96.4%) with only 02(3.6%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study.

4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

4.2.1 Age of the respondents

The table 4.2 the age of the respondents.

| Years | Frequency | Percentages |
|--------------|-----------|-------------|
| 13-20 | 20 | 35.7 |
| 21-30 | 18 | 32.1 |
| 31-35 | 08 | 14.3 |
| 40-49 | 6 | 10.7 |
| 50 above | 4 | 7.1 |
| TOTAL | 56 | 100 |

Source: Secondary Field Data (July, 2024)

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 20(35.7%), (21-30) were represented by 18(32.1%), (31-35) were represented by 8(14.3%), (40-49) were represented by 6(10.7%) and the least being 50 and above with 4(7.1%).The implication behind this is that the majority of the pupils are below the age of 19 years,. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above the age of 50 years were the least and it includes head teachers and few retired parents and local leaders. These were few and had problems of sight. In most cases they used spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

4.2.2 Sex of the respondents

Table 4.3 Sex composition of the respondents

| Sex | Number | Percentage |
|--------------|---------------|-------------------|
| FEMALE | 40 | 71.4 |
| MALE | 16 | 28.6 |
| TOTAL | 56 | 100 |

Source: Secondary Field Data (July, 2024)

Findings from the table 4.3 above showing the sex of respondents indicated that 40(71.4%) were females whereas the male respondents represented by 16(28.6%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area.

4.2.3 Marital status of the respondents

The table 4.4: The marital status of the respondents.

| Category | Number of respondents | Percentages |
|--------------|-----------------------|-------------|
| Single | 22 | 39.3 |
| Widowed | 16 | 28.6 |
| Separated | 8 | 14.3 |
| Married | 7 | 12.5 |
| Divorced | 3 | 5.4 |
| Total | 56 | 100% |

Source: Secondary Field Data (July, 2024)

According to table 4.4 above, single respondents were represented by 22(39.3%) and this made the highest response. These were mainly school children. This was followed by widowed respondents who made 16(26.6%). Those who had separated were 8(14.3%). The married were represented by 7(12.5%) and divorced was rated at 3(5.4%). From the table above, it therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

4.2.4 Level of education

The table 4.5: The level of education of the respondents.

| Level of Education | Frequency | Percentages |
|--------------------|-----------|-------------|
| Unskilled | 23 | 41.1 |
| Certificate | 15 | 26.8 |
| Degree | 10 | 17.9 |
| Master | 08 | 14.3 |
| Total | 56 | 100 |

Source: Secondary Field Data (July, 2024)

The findings from the table 4.5 above indicated that 23(41.1%) were unskilled though had reached secondary. 15(26.8%) had acquired certificates. This is attributed to the fact that having a certificate is one of the requirements to be recruited in the public service as teacher. 10(17.9%) had acquired degrees while 8(14.3%) of the respondents were masters' holders. From the findings in the table above, it therefore showed that the majority of the respondents were learnt and lives in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to be appointed as a head teacher in secondary schools.

4.2.5 Religion

The table 4.6: The religious affiliations of the respondents

| Religion | Number | Percentage |
|--------------|-----------|------------|
| Islam | 14 | 25 |
| Christianity | 42 | 75 |
| TOTAL | 56 | 100 |

Source: Secondary Field Data (July, 2024)

In line with table 4.6 above, the research findings indicated that the majority of the respondents 42(75%) were Christians and this could be because the Christians were more than the Muslims in most secondary schools in Kadama Town Council, Kibuku District. The least response came from the Muslims who made 14(25%). The low response can be attributed to the fact there were few Muslims generally compared to the Christians counterparts in the region.

4.3 Parental level of Education Affects Learner's Academic Performance in Kadama Town Council

The respondents were asked to examine the parental level of education affects learner's academic performance. The following responses were captured as indicated in table 4.7 below:

Table 4.7: Parental level of Education Affects Learners' Academic Performance in Kadama Town Council

| Response Rate | SA | A | D | SD |
|---|----|----|----|----|
| 1. Educated parents provide psychological, emotional, economical and intellectual support | 27 | 18 | 09 | 02 |
| 2. Educated parents create a conducive home learning environment | 25 | 18 | 08 | 05 |
| 3. Educated parents help children with homework assignments | 24 | 16 | 12 | 04 |
| 4. Educated parents provide necessary learning materials to their children | 24 | 20 | 10 | 02 |
| 5. Educated parents provide positive social skills, moral values | 26 | 19 | 08 | 03 |
| 6. Educated parents predict their learner's education performance | 22 | 26 | 07 | 01 |

Source: Secondary Field Data (July, 2024)

From the table above, 4.7 it indicated that parents' level of education affects the academic performance of learners. The study findings show that 27+ 18=45(80.4%) of the respondents agreed that educated parents provide psychological, emotional, economical and intellectual support. This observation rhymes with Ahmad (2013) who posits that educated parents provide psychological, economical, emotional and intellectual support to their children's education than those of illiterate parents. Similarly, children of educated parents may feel comfortable and adjust to learning process which result in high academic performance. However, children whose parents have low education attain lower test scores in contrast to pupils whose parents have a high education level. However, 9+2=11(19.6%) of the respondents disagreed that not only educated parents can provide psychological, emotional, economical and intellectual support. Even the uneducated can also provide such support.

Educated parents create a conducive home learning environment. Conducive learning environment was proposed by 25+18=43(76.8%) of the respondents who affirmed that failure to provide a conducive learning environment leads to poor performance. Considering this, Bryan, (2005), opines that children are likely to perform better in a conducive home environment. This is in agreement with Haack (2007), who notes that less educated parents are not caring, have poor relationship with their children and assume that it's only teachers who have responsibility to guide and counsel students on discipline matters. Such parents cannot create a conducive learning environment for their learners. However, 8+5=13(23.2%) disagreed that not only educated parents can create a conducive environment that support learning to their children. Even the uneducated can do so. This is in agreement with Desforges and Abouchaar (2003), who said that parental involvement in education of children include: providing a conducive home environment, discussion with the child, role modeling, contact with school, participation in school activities and governments and helping with school homework.

The idea that educated parents help children with homework assignments was reported by 24+16=40(71.4 %) respondents who agreed that educated parents spare some time to help their children do homework. They opine that educated parents spare some time helping their children with homework as compared to the uneducated who actually don't know that their children need time and their help as well. This is also in agreement with Guryan, Hurst, Kearney and National Bureau of Economic Research (2008), who found out that better educated parents spare adequate time with children on educational engagement. This implies that children whose parents are educated acquire and model social skills and problem-solving strategies conducive to their educational attainment. Therefore,

children of educated parents exert more interest to learning, have enhanced positive beliefs, are more concerned with education adapts to more learning strategies than children of lower levels of learning.

Furthermore, Echaun, Ndiku and Sang (2015) investigated influence of parental engagement in children's homework academic performance in public primary schools in Teso North Sub County, Busia- Kenya. The study concluded that parents assist children in reading, writing and solving problems. Musgrave, (2000) noted that children from a good educated background always prefer to copy the footsteps of their parents therefore work extremely harder in their studies.

In view of that, $12+4=16(28.6\%)$ of the respondents disagreed that uneducated parents, too try to avail time to their children. This assertion was in agreement with Ogoye (2007), who notes that illiterate parents can also help their children with homework assignments however, Muola (2010), confirms that children's motivation at their educational attainment largely depends on parental level of education and helping their children with extra activities at home.

$24+20=44(78.6\%)$ of the respondents approved that educated parents provide necessary learning materials to their children which helps them to progress positively with their studies. This is in agreement with Ahmad and Naeema (2013), who affirm that parents of good educational background are in a position to act as second teachers, provide necessary learning materials and guiding and counseling their children in educational matters than those of illiterate parents. A study by Sureehkumar (2012) in Malaysia also indicated that educated parents act as home tutors, engage most of their time and resources in their children's education, cooperate with school on education-related activities with teachers and prepare home learning time table for the children. These have advantages that enable children to academically perform better. However, $10+2=12(21.4\%)$ disagreed that not only educated parents can provide the necessary learning materials. Even the uneducated ones can do so because they also want their children to attain better grades.

Educated parents provide positive social skills, moral values and this supports learners' academic performance. Positive social skills, moral values was proposed by $26+19=45(80.4\%)$, of the respondents who agreed that the social capital of the children from educated families is highly respected and supports academic excellence. The finding is supported by Kainuwa and Yusuf (2013), who concur that parents of good educational background are in a better position to model positive social skills, problem solving skills, and positive moral values in children in contrast to those of lowly educated parents. Other related studies established a positive relationship between parental level of education and learners academic performance (Onderi, 2014; Makewa, et al, 2012; Ntitika, 2014). This

aspect is supported by Ogweno, et al (2014) who found a positive correlation between mother’s level of education and students’ academic performance. The above mentioned afore are also in consistence with the findings of Muruwei, (2011) and Alokun, (2013) in Nigeria who established that parental level of education greatly influence students’ academic performance and social capital. However, 8+3=11(19.6%) disagreed that not only educated parents can provide the positive social skills and good values to their children. Even the uneducated ones can do so.

22+26=48 (85.7%), of the respondents accepted that educated parents predict their learner’s education performance. This is in line with the findings by Barnett, Carolan, Fitzgerald and Squires (2011), who confirmed that there exist a correlation between parental levels of education and children’s readiness for learning. An educated parent will predict the education achievement of their children as compared to the illiterate parents. The study further established that parents with higher educational levels have a better understanding of what their children needs such as teaching and learning resources necessary to support children’s readiness for school. This study however, only looked at parental level of education and children’s readiness while the present study investigated on children’s academic performance for grade one. However, 7+1=8(14.3%) disagreed that not only educated parents can predict their children’s educational performance. It’s possible that even the uneducated ones can do so.

4.4 Parents’ level of income on academic performance of students

After interaction with respondents on different foras, they reported that parents’ level of income affects academic performance of learners. Table 4.8 below;

Table 4.8: Parents’ level of income on academic performance of students in Kadama Town Council.

| Response Rate | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| 1. Well-to-do parents pay their children’s fees in time | 24 | 23 | 06 | 03 |
| 2. Rich parent involve in their children’s education | 26 | 20 | 08 | 02 |
| 3. Well-to-do parents provide shelter, food and healthcare to their children | 25 | 20 | 08 | 03 |
| 4. Wealthy parents increase students’ academic achievements | 22 | 20 | 10 | 04 |
| 5. Well-to-do parents finance school related activities | 23 | 18 | 12 | 03 |
| 6. Rich parents hire teachers for extra help of their children’s education | 18 | 22 | 10 | 06 |

Source: Secondary Field Data (July, 2024)

In accordance to table 4.8 24+23=47(83.9%) of the respondents agreed that well-to-do parents pay their children’s fees in time. This is in line with Liu and Qiu (2018), who assert that parental level of income

is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Poor parents do not invest adequately in their children's education which leads to poor educational outcomes. In support of this claim, Ovansa (2017), noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children's academic performance.

In an interview with the head teachers in the Town Council, they report that many parents in Kadama Town Council live below the poverty line unlike a few who are able to sponsor their children's education. A child can stay in school the whole year without both scholastic materials and fees. Such children miss a lot especially during the time schools try to send them home for fees. Some of the learners especially girl-children will end up in boy friends' homes and end up pregnant, those who may not be pregnant end up performing so poorly in class.

Evans & Garthwaite, (2010), contends that students who are sent home frequently to collect school fees miss a lot of instructional time implying that they do not cover the syllabus effectively. Students from poor parents may be deprived of other basic needs. Omoniyi (2019), also agreed with this sentiment when he noted that children of poor parents often lack adequate food, shelter, and good healthcare. However, 6+3=9(16.1%) of the respondents disagreed that not only can well-to-do parents pay their children's fees in time. It's possible that even the poor ones try to pay their children's fees in time because they do not want them to miss class time since they expect them to change their homes in future. However, Okioga (2013), stated that students from low-income families are unable to concentrate on class activities due to a lack of basic needs. Their parents may not pay them fees on time. Poverty is linked to increased levels of parental stress, depression, and poor health conditions that might negatively affect parents' ability to nurture their children well. Thus, it can be seen from the foregoing that children from disadvantaged backgrounds are at a higher risk of lacking quality education.

Rich parents involve in their children's education was supported by 26+20=46(82.1%) of the respondents strongly agree that rich parents are always involved in their children's education. Lin and Han (2017), is in agreement when they note that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, have low educational expectations for their children and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study

was done in Kenya. Whereas this study relied on secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents.

Kadama Town Council has mixed group of parents; some with very low income. In most families, children eat one meal because their parents can't afford all meals for their children. Parents revealed that they are responsible for their children's education but however, their income is very small to have their children acquire quality education. Sometimes, when schools sent them back to us, we leave them stay home because we can't afford the fees. If not so, we resort to USE schools which give little to our children. The worst part of it is when they call for meetings that require money, we don't go.

However, $8+2=10$ (17.9%) of the respondents disagreed that not only educated rich parents can involve in their children's education. It's possible that even the poor ones try to see and know the academic progress of their children.

$25+20=45$ (80.4%) of the respondents believed that well-to-do parents provide shelter, food and healthcare to their children and without which, it lowers the learners' academic performance. This was in agreement with Owuor and Sika (2019) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents provide all the basic necessities to their children such as shelter and food and are more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance. However, $8+3=11$ (19.6%) of the respondents disagreed that not only are well-to do parents able to provide shelter, food and healthcare to their children. Even the poor parents try to provide shelter, food and healthcare to their children because they also want them to have a health mind and body.

Wealthy parents increase students' academic achievements. This was supported by $22+20=42$ (75%) of the respondents who agreed that rich parents increase their children's academic performance. The finding was in line with Dahl and Lochner (2012), who investigated how family income impact child achievement. The study results established that parental income had a significant influence on students' achievement. Their study further showed that a \$ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was done in a foreign context and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

In an interview with the head teachers, they confirm that rich parents in most cases help them run the schools. Since Kadama is a rural area, only learners whose parents see their teachers, those who pay fees in time and are able to provide requirements for their children are able to perform well.

However, 10+4=14(25%) of the respondents disagreed that not only well-to do parents can increase the academic achievements of their children. Even the financially disadvantaged parents try in all possible ways to boost their children's academic performance.

Furthermore, 23+18=41(73.2%) of the respondents approve that well-to-do parents finance school related activities. Omoniyi, Gamede and Uleanya (2022) stated that rich parents provide support for school activities such as games and clubs. Because of what children from poor families go through, leaders and other stakeholders identify strategies that can help learners from poor backgrounds to overcome barriers that hamper their performance. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. In the absence of inferential statistics, descriptive statistics alone are. Omoniyi, Gamede and Uleanya (2022), confirm that poverty is of negative consequences on learners' academic achievement.

Yes, there are some parents who go an extra mile to help schools in school activities however they are few. During AGMs, co-curricular activities, tours among others, some parents who are financially stable help schools to have the children taken for the same.

However, 12+3=15(26.8%) of the respondents disagreed that not only are well-to do parents able to provide finance school related activities of their children. Even the poor parents try to provide the basic needs to their children.

To add on, some rich parents hire teachers for extra help of their children's education. Hiring teachers was reported by 18+22=40(71.4%) of the respondents who strongly agreed that well-to-do parents go an extra mile to hire teachers and pay them for extra help. This was in line with Zhao and Hong (2012) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents go on to hire teachers for their children. They are more involved in their children's education in areas such as assisting and supervising homework, getting teachers for coaching for their children and this fosters the formation of good study habits leading to good academic performance. Chinyoka and Mugweni (2020) revealed that increased parental involvement is linked to increased class attention and motivation to do well in school. However, 10+6=16(28.6%) of the respondents disagreed that it is not only well-to-do parents go an extra mile to hire teachers and pay them for extra help of their children. Even the poor parents try to pay teachers for extra help of their children.

4.5 Effect of family background on students' academic performance of learners in Kadama Town Council

The respondents were asked whether family background affects learner's academic performance in the secondary schools in Kadama Town Council. The following responses were recorded as shown in the table below.

| Response Rate | SA | A | D | SD |
|--|----|----|----|----|
| 1. Parents' family size influences their children's academic performance | 30 | 14 | 08 | 04 |
| 2. Parents' broken family influence academic performance | 28 | 14 | 12 | 2 |
| 3. Parents' education and occupation status affects the academic level of children | 31 | 15 | 7 | 3 |
| 4. Parents' lower income influences the education level of learners | 27 | 20 | 6 | 3 |
| 5. Parents' social capital boosts children's education background | 28 | 12 | 13 | 3 |

Source: Secondary Field Data (July, 2024)

In accordance with table 4.9 above, 30+14=44 (78.6%) of the respondents indicated that parents' family size influences their children's academic performance. Eamon (2005), is in agreement with the findings when he emphasizes that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic performance (Eamon, 2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

In an interview with the inspectors of schools, it was reported that children from large families are more common among the lower class of the Kadama Town Council. You can't find a family with a manageable number of dependents in this Town Council. Children in large families suffer a lot of poverty because their parents' income is very small to support the big family. The provision of basic needs in such families is very hard. Girl-children end up getting married at an early age because their parents can't afford even a simple lunch at school.

Furthermore, the economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family environmental factor is the structure of the family. However, 8+2=12(21.4%) of the respondents disagreed that not only are children from small families supported by their parents. Even children from large families are supported by their parents. These parents also find time to share with their children and can equally get scholastic materials.

Regarding broken families, respondents provided divergent views with 28+14=42(75%) of the respondents agreed that parents' broken families influence academic performance of learners. From the interviews conducted by the researcher, respondents gave their views as follows;

In Kadama Town Council, we have the biggest number of broken families mostly as a result of divorce. This is because many young people enter into relationships that cannot last. Such families end up in single parenthood which is very stressful to both the students and the parent. Yet, other causes of broken families are due to death of a partner which of course can't be avoided. In Kadama Town Council, a big number of the children in schools are orphans and lack the basic needs that can fully enable them to fully participate in their education. Such children end up dropping out of school.

The findings are in line with Eamon, (2005), who agrees that a broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization or routines and schedules, In single parent families, children may suffer some psychological and social problems which affect their academic performance. However, 12+2=14(25%) of the respondents disagreed that not only parents' broken families influence

academic performance of learners. Even children from broken families have excelled in their studies. In this case, they can get assistance from other people outside their families.

Parent's education and occupation status was accounted for $31+15=46(82.1\%)$. Some respondents commented by saying;

In Kadama Town Council, we have almost four to five categories of people. Those who are educated have their children trained in faraway best schools. Their children are ok. They have all the school necessities to enable them achieve the highest grades. The status of such children is just as it is with their parents. However, there are also parents who are medium income earners and have their children in the best schools within the district which other parents can't afford. Those who can't raise any fees take their children to USE schools and their status is very low. However some children from low status families think their parents have deserted them and relax in their education hence poor performance.

This was supported by Jeynes (2002), who proposed that the socio-economic status (SES) of a child is most commonly determined by combining parents' educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individual's economic attainment, though it is sometimes ascribed on the individual. However, $7+3=10(17.9\%)$ of the respondents disagreed that parents' education and occupation status may not affect the academic level of their children. Even those who don't work may help their children. $27+20=47(83.9\%)$ of the respondent agreed that parents' lower income was supported by majority of the respondents. In their response to this, respondents confirmed that parents whose income is stable afford the education of their children. This assertion was supported by many who reported that;

In the Town Council, many parents from low income status families know and value education but however they can't afford it for their children because of poor family background.

However, $6+3=9(16.1\%)$ of the respondents disagreed that parents' lower income may not influence the education level of learners. Even those who don't earn much money can help their children grow academically by paying school dues in installments. This is in agreement with Francis (2007), who opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational

demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some families are likely to give their children poor academic background because of lack of financial support.

28+12=40(71.4%) of the respondents strongly agreed that parent's social capital boosts children's education background. This was in line with Jeynes (2002), who asserts that highly educated parents can use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the educational and professional elite.

Children from families with high social capital in the Town Council have set goals for their education background and know their expectations. Unlike those from a poor background whose parents were not educated and they too, feel they can't go far.

Closely related to the above, Muola, (2010), stresses that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents enhance their children's development and human capital by drawing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary. Estimates suggest that, by age 3, children whose parents receive public assistance hear less than a third of the words encountered by their higher-income peers. As a result, the children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school. However, 13+3=16(28.6%) of the respondents disagreed that it is not only parents' social capital that boosts children's education background. Even children from families whose parents' social capital is low are in position to boost their children's educational background.

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CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussions, conclusions and recommendations on study findings. These are all based on research objectives.

5.1 Discussion of findings on objective one

Objective one aimed to examine the extent to which parental level of education affects learners' academic performance in Kadama Town Council. The results from the findings presented by the respondents show that the leading parental education level is predicting learners' education performance which was suggested by 48(85.7%). This was followed by other factors such as; provision of psychological, emotional, economical and intellectual support and was reported by 27+18=45(80.4%) and providing positive social skills, moral values 45(80.4%); providing necessary learning materials to the children which was suggested by 44(78.6%); creating a conducive home learning environment which was suggested by 43(76.8%) and helping children with homework assignments was proposed by 40(71.4%) respectively. However, some respondents disagreed with the assertions.

The second objective parents level of income affects the academic performance of learners. Well-to-do parents pay their children's fees in time was the leading factor suggested by 47(83.9%). Other effects per the findings included; Rich parents involve in their children's education which was reported by 46 (82.1%), Well-to-do parents provide shelter, food and healthcare to their children was suggested by 45 (80.4%), Wealthy parents increase students' academic achievements which was proposed by 42 (75%), Well-to-do parents finance school related activities was proposed by 41(73.2%) and Rich parents hire teachers for extra help of their children's education was proposed by 40(71.4%) respectively. However, some respondents disagreed with the assertions.

Objective three sought to analyse the family background on the academic performance of learners. 27+20=47(83.9%) of the respondents agreed that parents' lower income was supported by majority of the respondents. In their response to this, respondents confirmed that parents whose income is stable afford the education of their children. This assertion was supported by many who reported that;

In the Town Council, many parents from low income status families know and value education but however they can't afford it for their children because of poor family background.

However, 6+3=9(16.1%) of the respondents disagreed that parents' lower income may not influence the education level of learners. Even those who don't earn much money can help their children grow academically by paying school dues in installments. This is in agreement Francis (2007), who opined that the lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to the author, a family that can scarcely provide for the basic needs of the family which include food, shelters and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with the little education they acquired so far to support the family. The implication of the agreement is that some families are likely to give their children poor academic background because of lack of financial support.

Majority of the respondents proposed Parent's family size influences their children's academic performance which was reported by 30+14=44 (78.6%) of the respondents who indicated that parents' family size influences their children's academic performance. Eamon (2005), is in agreement with the findings when he emphasizes that the size of the family determines to a great extent the relative amount of physical attention and time which each child gets from his parents. Large families are more common among the lower class of the society. Children in large families may suffer poverty and lack parental encouragement and stimulus which motivate their academic performance (Eamon, 2005). Family environment affects children intellectually because a child from a small family (nuclear) would be different from a child from a large family (polygamous) intellectually and vice-versa. The implication is that a proper stimulating family environment with intellectual potential and appropriate teaching methods will definitely enhance maximum performance of the child.

In an interview with the inspectors of schools, it was reported that children from large families are more common among the lower class of Kadama Town Council. You can't find a family with a manageable number of dependents in this Town Council. Children in large families suffer a lot of poverty because their parents' income is very small to support the big family. The provision of basic needs in such families is very hard. Girl-children end up getting married at an early age because their parents can't afford even a simple lunch at school.

Furthermore, the economic implication of large family size is better explained in Okunniyi (2004) who observed from his study that as families get larger, parents cannot give their children the same amount

of individual attention. They could not afford to provide them with so many of the things which will help them to make the best possible use of their years at school such as educational aids, and quiet comfortable rooms in which to do home-work undisturbed by the television, outings to places of interest, leisure time pursuits, and opportunities for traveling. What is most probably important of all, according to him is the fact that the parents of large families were found not to talk with their children to the same extent as parents of small families. Another aspect of family environmental factor is the structure of the family. However, 8+2=12(21.4%) of the respondents disagreed that not only are children from small families supported by their parents. Even children from large families are supported by their parents. These parents also find time to share with their children and can equally get scholastic materials.

Regarding broken families, respondents provided divergent views with 28+14=42(75%) of the respondents agreed that parents' broken families influence academic performance of learners. From the interviews conducted by the researcher, respondents gave their views as follows;

In Kadama Town Council, we have the biggest number of broken families mostly as a result of divorce. This is because many young people enter into relationships that cannot last. Such families end up in single parenthood which is very stressful to both the students and the parent. Yet, other causes of broken families are due to death of a partner which of course can't be avoided. In Kadama Town Council, a big number of the children in schools are orphans and lack the basic needs that can fully enable them to fully [participate in their education. Such children end up dropping out of school.

The findings are in line with Eamon, (2005), who agrees that a broken family in this context is one that is not structurally intact for various reasons; such as death of a parent, divorce, separation, desertion and illegitimacy in which case, the family is never complete. Life in a single parent family can be stressful for both the child and the parent and such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in interfamilial interactions and reorganization or routines and schedules, In single parent families, children may suffer some psychological and social problems which affect their academic performance. However, 12+2=14(25%) of the respondents disagreed that not only parents' broken families influence academic performance of learners. Even children from broken families have excelled in their studies. Parents' education and occupation status was accounted for 31+15=46(82.1%). Some respondents commented by saying;

In Kadama Town Council, we have almost four to five categories of people. Those who are educated have their children trained in faraway best schools. Their children are ok. They have all the school necessities to enable them achieve the highest grades. The status of such children is just as it is with their parents. However, there are also parents who are medium income earners and have their children in the best schools within the district which other parents can't afford. Those who can't raise any fees take their children to USE schools and their status is very low. However some children from low status families think their parents have deserted them and relax in their education hence poor performance

This was supported by Jeynes (2002), who proposed that the socio-economic status (SES) of a child is most commonly determined by combining parents' educational level, occupational status, and income level. Social class and economic status of the parents determine the type of school and the standard of training they desire for their children. The occupation or profession of the parents, the educational level and whether the mothers are working or non-working mothers places them at an advantage or disadvantage to evaluate their children's academic work and monitor their progress. Status is often determined by the individual's economic attainment, though it is sometimes ascribed on the individual. However, 7+3=10(17.9%) of the respondents disagreed that parents' education and occupation status may not affect the academic level of their children. Even those who don't work may help their children. 28+12=40(71.4%) of the respondents strongly agreed that parent's social capital boosts children's education background. This was in line with Jeynes (2002), who asserts that highly educated parents can use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the educational and professional elite.

Children from families with high social capital in the Town Council have set goals for their education background and know their expectations. Unlike those from a poor background whose parents were not educated and they too, feel they can't go far.

Closely related to the above Muola, (2010), stresses that highly educated parents are more likely than their less-educated counterparts to read to their children. Educated parents enhance their children's development and human capital by drawing on their own advanced language skills in communicating with their children. They are more likely to pose questions instead of directives and employ a broader and more complex vocabulary. Estimates suggest that, by age 3, children whose parents receive public assistance hear less than a third of the words encountered by their higher-income peers. As a result, the

children of highly educated parents are capable of more complex speech and have more extensive vocabularies before they even start school. However, 13+3=16(28.6%) of the respondents disagreed that parents' social capital boosts children's education background. Even children from families whose parents' social capital is low are in position to boost their children's social capital.

5.2 Conclusion

Based on the above findings, it is evident that parental socio-economic status affects the academic performance of learners in all aspects. From the findings, it is evidenced that level of parent's education, level of income and family background are predominant factors that influence children's academic performance.

5.3 Recommendations

Sensitisation of parents by the government on their role to ensure quality education should be carried out with regard to their role and responsibility.

Government to create income generating projects that will boost the income of parents to ensure quality education for all.

Teachers and parents whose learners are victims of low income to try to guide and counsel them and make them understand that the disparities among their parents in the Town Council do not stop them from realizing their academic dream.

The religious leaders on top of church sessions should make an effort of extending the lessons to broken families in the Town Council to reunite and support their children.

Finally, the researcher acknowledges that this research is not the end of the impact of parental socio-economic status on the academic performance of learners. It is recommended that further research should be undertaken in both private and government secondary schools, urban and rural to have a comparative analysis of what goes on in these settings.

5.5 Areas for further study

- Carrying out a comparative study on the impact of parental socio-economic status in both private and government aided secondary schools.
- Examining the roles of stakeholders in empowering parents economically in secondary schools.
- Investigating the influence of family background on the academic performance of learners.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR TEACHERS

I am Namusisi Christine, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 20-25 (), 26-35 (), 36-45 (), 46-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Certificate (), Diploma (), Degree (), Others ()
4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

| Level of parents' education on learner education | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| 1. Educated parents provide psychological, emotional, economical and intellectual support | | | | |
| 2. Educated parents create a conducive home learning environment | | | | |
| 3. Educated parents help children with homework assignments | | | | |
| 4. Educated parents provide necessary learning materials to their children | | | | |
| 5. Educated parents provide positive social skills, moral values | | | | |
| 6. Educated parents predict their learner's education performance | | | | |
| Level of parents' income on learner education | SA | A | D | SD |
| 7. Well-to-do parents pay their children's fees in time | | | | |
| 8. Rich parent involve in their children's education | | | | |
| 9. Well-to-do parents provide shelter, food and healthcare to their children | | | | |
| 10. Wealthy parents increase students' academic achievements | | | | |
| 11. Well-to-do parents finance school related activities | | | | |
| 12. Rich parents hire teachers for extra help of their children's education | | | | |
| Family background on learner education | SA | A | D | SD |
| 12. Parent's family size influences their children's academic performance | | | | |
| 13. Parent's broken family influence academic performance | | | | |
| 14. Parent's education and occupation status affects the academic level of children | | | | |
| 15. Parent's lower income influences the education level of learners | | | | |
| 16. Parent's social capital boosts children's education background | | | | |

Thank you

APPENDIX II

QUESTIONNAIRE FOR PARENTS

I am Namusisi Christine, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

1. Age: 20-25 (), 26-35 (), 36-45 (), 46-above ()
2. Marital status: Single (), Married (), Widowed (), Separated ()
3. Educational level: Certificate (), Diploma (), Degree (), Others ()
4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

| Level of parents' education on learner education | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| 1. Educated parents provide psychological, emotional, economical and intellectual support. | | | | |
| 2. Educated parents create a conducive home learning environment | | | | |
| 3. Educated parents help children with homework assignments | | | | |
| 4. Educated parents provide necessary learning materials to their children | | | | |
| 5. Educated parents provide positive social skills, moral values | | | | |
| 6. Educated parents predict their learner's education performance | | | | |
| Level of parents' income on learner education | SA | A | D | SD |
| 7. Well-to-do parents pay their children's fees in time | | | | |
| 8. Rich parent involve in their children's education | | | | |
| 9. Well-to-do parents provide shelter, food and healthcare to their children | | | | |
| 10. Wealthy parents increase students' academic achievements | | | | |
| 11. Well-to-do parents finance school related activities | | | | |
| 12. Rich parents hire teachers for extra help of their children's education | | | | |
| Family background on learner education | SA | A | D | SD |
| 12. Parent's family size influences their children's academic performance? | | | | |
| 13. Parent's broken family influence academic performance | | | | |
| 14. Parent's education and occupation status affects the academic level of children | | | | |
| 15. Parent's lower income influences the education level of learners | | | | |
| 16. Parent's social capital boosts children's education background | | | | |

Thank you

APPENDIX: III

QUESTIONNAIRE FOR STUDENTS

I am Namusisi Christine, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

SECTION A (PERSONAL INFORMATION)

Sex: Male () Female ()

- 1. Age: 15-20 (), 20-25 (), 26-35 (), 36-45 (), 46-above ()
- 2. Marital status: Single (), Married (), Widowed (), Separated ()
- 3. Educational level: Senior One (), Senior Two (), Senior Three (), Others ()
- 4. Occupation: Employed (), Self-employed (), Unemployed ()

SECTION B: Questions on the variables of the study

Please tick what best applies to you.

Key: 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

| Level of parents' education on learner education | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| 1. Educated parents provide psychological, emotional, economical and intellectual support | | | | |
| 2. Educated parents create a conducive home learning environment | | | | |
| 3. Educated parents help children with homework assignments | | | | |
| 4. Educated parents provide necessary learning materials to their children | | | | |
| 5. Educated parents provide positive social skills, moral values | | | | |
| 6. Educated parents predict their learner's education performance | | | | |
| Level of parents' income on learner education | SA | A | D | SD |
| 7. Well-to-do parents pay their children's fees in time | | | | |
| 8. Rich parent involve in their children's education | | | | |

| | | | | |
|---|-----------|----------|----------|-----------|
| 9. Well-to-do parents provide shelter, food and healthcare to their children | | | | |
| 10. Wealthy parents increase students' academic achievements | | | | |
| 11. Well-to-do parents finance school related activities | | | | |
| 12. Rich parents hire teachers for extra help of their children's education | | | | |
| Family background on learner education | SA | A | D | SD |
| 13. Parent's family size influences their children's academic performance | | | | |
| 13. Parent's broken family influence academic performance | | | | |
| 14. Parent's education and occupation status affects the academic level of children | | | | |
| 15. Parent's lower income influences the education level of learners | | | | |
| 16. Parent's social capital boosts children's education background | | | | |

APPENDIX IV

INTERVIEW GUIDE FOR HEAD TEACHERS

I am Namusisi Christine, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. Do you think parental level of education affects academic performance of learners in secondary education?

Yes () No ()

b) If yes, please explain how.

2. Give other socio-economic factors that influence academic performance of learners in secondary schools in the Town Council

3. Does circumcision affect academic performance of learners?

Yes () No ()

If yes, please, explain how?

4. What socio-economic factors affects the academic performance of learners in secondary schools in the Town Council?

3. What can be done to help reinforce academic performance of learners in secondary schools in Kadama Town Council?

Thank you very much

APPENDIX V

INTERVIEW GUIDE FOR DISTRICT INSPECTOR OF SCHOOLS

I am Namusisi Christine, a student of Uganda Christian University, department of education conducting a research project on the above stated topic. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

1. Do you think parental level of education affect academic performance of learners in secondary education?

Yes () No ()

b) If yes, please explain how.

2. Give other socio-economic factors that influence academic performance of learners in secondary schools in the Town Council

3. Does circumcision affect academic performance of learners?

Yes () No ()

If yes, please, explain how?

4. What socio-economic factors affects the academic performance of learners in secondary schools in the Town Council?

5. What can be done to help reinforce academic performance of learners in secondary schools in Kadama Town Council?

Thank you very much

APPENDIX VI

Kjercie and Morgan Population Table (1970)

| N | S | N | S | N | S | N | S | N | S |
|----|----|-----|-----|-----|-----|------|-----|--------|-----|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 246 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 351 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 181 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 180 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 190 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 200 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 210 | 132 | 460 | 210 | 1600 | 310 | 10000 | 373 |
| 65 | 56 | 220 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 230 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 240 | 144 | 550 | 225 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 250 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 260 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 270 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 256 | 2600 | 335 | 100000 | 384 |

Key: N= Population. S= Sample

APPENDIX VII
INTRODUCTION LETTER



UGANDA CHRISTIAN
UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE DISTRICT INSPECTOR
OF SCHOOLS - KIBUKU

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs. /Miss NAMUSISI CHRISTINE
Of Registration Number; R522/MUC/BEN/029 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree DEGREE

He/ she is required to carry out an academic research on the topic

IMPACT OF PARENTAL SOCIO ECONOMIC STATUS ON ACADEMIC PERFORMANCE OF
LEARNERS IN SELECTED SECONDARY SCHOOLS IN KADAMA TOWN COUNCIL, KIBUKU
DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy
Academic Registrar

APPENDIX VIII

A MAP OF KIBUKU DISTRICT SHOWING THE AREA OF STUDY

APPENDIX VII: A MAP OF KIBUKU DISTRICT SHOWING THE AREA OF STUDY

