

**SOCIAL ECONOMIC BACKGROUND AND CHILD'S ACADEMIC
PERFORMANCE IN THE SELECTED PRIMARY
SCHOOLS OF NAMWENDWA SUB COUNTY
DISTRICT KAMULI, UGANDA**

BY

NAMUKOSE EDITH

BED/43519/101/DU

**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF
BACHELORS DEGREE OF EDUCATION OF
KAMPALA INTERNATIONAL
UNIVERSITY**

NOVEMBER 2011

DECLARATION

I, NAMUKOSE EDITH declare that this research is my original work and has not been presented else where for any academic qualification. The main purpose of the study was to investigate social economic status and pupils academic performance.

Signature 

NAMUKOSE EDITH

DATE:

..... 1st NOV - 2012

APPROVAL

This research report is submitted for examination with my approval as a University Supervisor.

Signatures

Date

.....

12th November 2012

MR. MUGWERI FREDRICK

DEDICATION

This book is dedicated to husband Mr. Moses Sande, and my children: Waigolo Collin, Birabawa Eseza, Kisambira Brian and Nangobi Benitor Brenda.

ACKNOWLEDGMENT

First of all I give thanks to the almighty God for his mercy and grace granted to me during this time of my degree course and through this research project

I would like to thank my supervisor Mr. Mugweri Fredrick for being there for me whenever I needed him and also offering his professional advice where necessary.

Special thank to my friends, parents and family members for their support and encouragement, my lecturers for acquitting me with all the skills that helped me during the research period.

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGMENT.....	iv
TABLE OF CONTENTS.....	v
ABSTRACT.....	vii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	2
1.5 Significance of the study.....	4
CHAPTER TWO.....	5
REVIEW OF THE RELATED LITERATURE.....	5
Introduction.....	5
Poverty and pupils academic performance.....	5
Cultural beliefs and academic performance of pupils.....	6
Parental attitudes and academic performance of pupils.....	7
Family structure and academic performance of pupils.....	8
CHAPTER THREE.....	13
METHODOLOGY.....	13
3.0 Introduction.....	13
3.1 Research Design.....	13
3.2. Environment.....	13
3.2. Study population.....	13
3.3 Sample framework.....	13
3.4 Methods for Data Collection.....	14

3.5 Data Processing and Analysis	15
CHAPTER FOUR.....	16
DATA ANALYSIS.....	16
4.1 Introduction	16
4.2 Profile of the respondents.....	16
4.3 Socio economic background and academic achievement of pupils.....	18
4.3.1 Low economic status	18
CHAPTER FIVE.....	36
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	36
5.0. Introduction	36
5.1. Summary	36
5.2. Conclusion.....	37
5.3. Recommendations.....	38
5.4 Suggestions for further research.....	38
REFERENCES	39
APPENDIX I: QUESTIONNAIRE TO THE TEACHERS.....	42
APPENDIX II: FOCUS GROUP DISCUSSIONS WITH THE PUPILS	46

ABSTRACT

The main purpose of the study was to investigate social economic status and pupils academic performance in Namwendwa sub county, Kamuli District in Uganda

Specific objectives were to determine the factors affecting academic performance of primary school learners in Namwendwa sub county, Kamuli District in Uganda in relation to: poverty, Cultural beliefs, parental attitudes and family structure

The methods used for data collection were questionnaires to the teachers and focus group discussions with the pupils

The findings from the study indicated that low economic status which was supported by 50%, Cultural beliefs 45%, parental attitudes 70% and family structure 80% are among the social economic factors that affect academic performance of pupils.

The study recommended that the government should make sure that devise means of helping children from rural areas attain education. For example bursaries can be organized to help children from poor families.

Teachers should not ignore children who are with drawn instead should try to find out the problem and devise means to solve it. For example children from single parents

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This research will investigate the social- Economic status of the pupils and the academic performance of pupils. It will be guided by the objectives of the study outlined in 1.3.2 in this chapter.

1.1 Background of the study

Children born into poverty have a lower birth weight, higher infant Mortality and poorer health. As they grow up they are less likely to stay on at school and will have fewer qualifications. In adulthood they will be lower paid, experience unemployment and are likely to die younger. Ending child poverty means addressing income poverty, but it is also means tackling health inequalities, poor education outcomes, lack of employment, affordable housing and support for families.

The development of education, to fight ignorance and enhancing economic growth is one of the major priorities the government of Uganda. Immediately after independence in 1963 the session paper number ten of 1965 of African socialism and its application to planning in Uganda set a policy and for fighting illiteracy, ignorance and poverty in the country. Government of Uganda (1965)

Since then the education sector has been subjected to more than ten reviews by the state funded special commissions and working parties. The major reviews include the 1964 Ominde commission, the 1976 Gachathi report, the 1981 presidential working party on the establishment of the school public university, the presidential working party on education and man power training for the next decade and

beyond, and the 1998 master plan on education and training task force. Government of Uganda (1964, 1976, 1981, 1998)

The reviews indicate the extent to which the government and other stake holders have gone in search for a policy framework and laying strategies to make the education serve the nation and meet the country's development needs.

Despite the efforts by the government education policies there are some factors hindering this noble cause. It's upon such a background that the study will be undertaken to investigate the socio economic background of students in relation to their academic achievement.

1.2 Statement of the Problem

The poverty situation in most homes has been thought to have an influence on the academic achievement of pupils. This is due to the child necessities at school which may not be available. Turbo Division where this study took place the researcher has observed that so many pupils who are supposed to be at school are not attending school. This has prompted the researcher to investigate some of the social-Economic conditions of these children in relation to their academic achievement in order to come up with policies that can help resolve the problem. This study therefore sought to investigate the social – Economic status of pupils in relation to their academic achievement at school.

1.3 Objectives of the Study

The general objective of the study is to investigate the effect of Social-Economic status and children's academic performance in Namwendwa sub county Kamuli District in Uganda.

Specific objectives

Specifically the study sought to;

1. Investigate the impact of poverty on the academic performance of pupils
2. Investigate the impact of cultural belief on the academic performance of pupils
3. Investigate the impact of parental attitudes towards the academic performance of pupils
4. Investigate the impact of family structure towards the academic performance of pupils

1.4 Research questions

1. Does poverty affect academic performance?
2. Is there a relationship between cultural belief and academic performance?
3. What is the relationship between parental attitudes and academic performance?
4. Is there a relationship between family structure and academic performance?

1.5 Significance of the study

The study is significant in that it will benefit the following categories of people:

The findings of the study will enable the ministry of education to allocate more funds in terms of bursaries especially to the pupils from poor socio and economic background.

It will also be of help to the district supervisors to identify the communities abilities and try to organize the communities in seminars and workshops to empower them knowledge and skills on how to alleviate and promote education.

Through the research findings teachers will find ways of encouraging and assisting pupils from vulnerable and disadvantaged families.

Schools will take into consideration the importance of feeding programmes in schools and also realize that nutrition is important in the improvement and better performance in class.

Parents will therefore learn the importance of nutrition and therefore review their feeding habits.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Introduction

Heyneman's findings of weak effects of family background notwithstanding, there is significant evidence that family factors are important for educational outcomes in the developing world. Research has examined the role of socio-economic status, family size and structure, and family decision-making processes in an attempt to explain how they relate to educational inequalities in developing countries. Of course, the relationship between family socio-economic status and school achievement is complicated in contexts where enrollment and attainment themselves are conditional on family economic circumstances.

Poverty and pupils academic performance

Case studies using culturally specific measures of class have found significant effects of family class status on students' mathematics and language achievement Lockheed et al (1989) Niles (1981). Moreover, numerous studies indicate marked disparities in enrollment and attainment associated with socioeconomic status Sathar & Lloyd (1993) for Pakistan, Stash & Hannum (2001) for Nepal, Hannum (2000) for rural China, Patrinos & Psacharopoulos (1996) for Bolivia and Guatemala). In a recent systematic cross-national analysis of this relationship, Filmer & Pritchett (1999) analyzed the "wealth gap" in education in 35 countries in Africa, the Middle East, South Asia and East Asia. Their results revealed substantial cross-country variation in the differences between median years of school obtained by students in the top 20% compared to the bottom 40% of the wealth distribution. All countries (except Kazakhstan) displayed a difference between rich and poor children's attainment; the largest wealth gaps emerged in the countries of South Asia.

The allocation of children to productive activities in the home or the labour market is thought to be a common survival strategy for poor families, but more research is needed to determine whether and how child labour interferes with schooling. Studies have found detrimental effects of child household labour on schooling in Botswana. Chernichovsky (1985), Malawi Lockheed et al (1989), Colombia, Bolivia, and the Philippines Grootaert & Patrinos (1999). But in other contexts, where school has been effectively legitimated as the proper place for children or where employment opportunities for children are scarce, child labor is less likely to interfere with schooling.

In a recent study of Botswana, Fuller and his associates (1995) found no effect of household labor tasks on girls' probability of leaving school. In Uganda, Buchmann (2000) found little evidence that wage labour or housework competes with school enrollment. These studies underscore that child labor and schooling need not be mutually exclusive activities. The varied results of the research on child labour strongly suggest that the relationship between schooling and working depends on social structural factors that determine the range of options available to families as they make decisions. Cross-national comparative research is needed to determine whether there are patterns underlying what appears to be a myriad of results from single-country case studies.

Cultural beliefs and academic performance of pupils

The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004), Kakuru, (2003) explain how early marriages influence

children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty.

Uganda Participatory Poverty Assessment (UPPAP, 2000) indicates that marrying off girls would benefit her family in terms of attaining bride price. Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school.

Parental attitudes and academic performance of pupils

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. (Rich, A.2000) From tender age, the young children are socialized into "sex roles." Thus learning "sex appropriate" behaviors and traits in childhood is one of the prerequisites for smooth functioning in society (common in rural areas). (UNICEF 2000)

In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education. (UNESCO 2003) In most cases because the parents themselves are uneducated/illiterate. There is also a 'myth' among most illiterate parents that "boys are generally clever and hard working in school.

Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant". The implication is that they should not be given the opportunity to go to

school. Such 'messages' demotivating to girls, who internalize them and in return end up believing that school, is not for them.(UNESCO 2004)

Family structure and academic performance of pupils

Research has examined how family structure and size influence educational outcomes in developing regions. Importantly, much of this research questions the universality of findings from the United States and other industrialized countries. For example, in the United States the well documented negative effects of single parenthood on children's educational outcomes range from a greater probability of school drop-out to lower achievement. These effects have been attributed in part to economic stress associated with female headship, and in part to the lack of human or social capital in the household Seltzer (1994)

Interestingly, in some African contexts female headship appears to be associated with greater, not fewer, educational opportunities for children. For example, in a study of adolescent girls in South Africa, Fuller & Liang (1999) reported that father absence served to *decrease* girls' risk of leaving school. Lloyd & Blanc (1996) analyzed the effects of female headship on children's schooling in seven sub-Saharan African countries. Female-headed households tended to be poorer than other households, but children in female-headed households were consistently more likely to be enrolled in school and to have completed grade four than were children in households headed by men.

Lloyd & Blanc (1996) maintain that "female household heads are more likely to invest resources, including time, money and emotional support, in facilitating the education of children living in their household". The different effects of family structure in Africa and other regions may also be linked to the nuclear family's embeddedness in larger kinship networks. For example, Lloyd & Blanc (1996) noted that extended family

networks in sub-Saharan Africa enable children with academic promise to move to households of “patron” family members, who help them gain access to higher quality schools.

Pong (1996) similarly illustrated the importance of extended kinship systems in moderating the effects of family structure on children’s schooling in Malaysia. Children of divorced mothers, but not of widowed mothers, have lower school participation rates than do children of two-parent families. Pong attributed these results to the buffering role of large kinship systems: in Malaysia, widows receive more material support from family members than do divorced mothers

Studies on sibling size and schooling in developing countries similarly cast doubt on the generalizability of patterns found in industrialized countries. Research in the United States consistently documents an inverse relationship between number of siblings and educational attainment Blake (1989), Steelman & Powell (1989). A prominent explanation for this relationship is the “resource dilution hypothesis” which stresses that material resources and parental attention are diluted with additional children in the household. Negative associations between sibling size and educational outcomes have been replicated in some developing countries, including Thailand Knodel et al (1990), Malaysia Pong (1997), Shreeniwas (1997), Parish & Willis 1993), the Dominican Republic and the Philippines Montgomery & Lloyd (1997).

Yet the negative association between sibling size and schooling is not consistently observed. For example, Anh and associates (1998) demonstrated that the negative relationship between sibling size and enrollment in Vietnam disappeared when controls for socioeconomic status were added. In Uganda, Buchmann (2000) found no effect of sibling size on children’s probability of enrollment, and

Montgomery&Lloyd (1997) found no impact of excess fertility (fertility departing from stated family-size preferences) on educational attainment. Earlier research in Africa reported that siblings may even contribute to household resources in some contexts.

In rural Botswana, the number of seven- to fourteen-year-old children in the household was positively related to educational enrollment and attainment Chernichovsky (1985), and sibling size was positively associated with years of schooling in Uganda (Gomes 1984). These studies suggest an important caveat to the resource dilution hypothesis by demonstrating that effects of sibling size are not consistent across societies. The extended family systems common in Africa can provide resources that moderate the effects of sibling size and actually facilitate children's schooling.

A second caveat relates to the point that a child's position within the sibling structure may determine whether siblings contribute or dilute resources for education. For example, in addition to documenting positive effects of older siblings in Botswana, Chernichovsky (1985) found that the presence of very young siblings was detrimental to children's schooling. Similarly, Parish & Willis (1993) found that in Taiwan, early-born siblings receive less education while later-born siblings receive more; having older sisters is helpful to male and female children alike. Echoing Gomes' (1984) findings from Uganda, Lloyd & Gage-Brandon (1994) noted that some of the costs of high fertility in Ghana are borne by older siblings rather than by parents; thus later-born children may benefit from the economic resources provided by older siblings.

A final caveat to the resource dilution interpretation highlighted by research in developing countries lies in evidence for what economists call

the quality-quantity trade-off. This term refers to the idea that parents may anticipate educational costs and modify fertility decisions in order to have fewer but better-educated children. Caldwell's (1980) influential work explicitly identified the direct costs of schooling and the increased pressures on parents to invest in their children as important factors for bringing about fertility decline.

Micro-demographic research in Nepal Axinn (1993) found that children's schooling exerted a strong influence on parents' fertility preferences and behavior. Studies in Taiwan Hermalin et al (1982), Parish & Willis (1993) and Malaysia Shreeniwas (1997) showed that the negative relationship between sibling size and education began to emerge only after the onset of fertility limitation. Taken together, these findings suggest that observed negative effects of larger siblings might reflect not the dilution of resources *per se*, but rather prior decisions and preferences that determine both numbers of children in the household and investments in their education. In sum, the literature on family structure and schooling in developing countries illustrates the potential buffering effect of larger kinship structures and the often-significant impact of order and gender composition of siblings. More generally, the research highlights the importance of focusing critically on the social and economic contexts in which family effects operate.

In addition to the research on family structure, a growing body of research on family decision-making investigates conventional notions regarding parental values and preferences, cultural beliefs, and the allocation of children to work or school. For example, while early research attributed gender inequalities in education to patriarchy Csapo (1981), Greenhalgh (1985), recent research emphasizes the context-specific nature of family decisions regarding education for sons and daughters. Some studies have demonstrated how multiple factors—labour

market conditions, the family economy, parental beliefs and preferences—inform educational decisions Parish & Willis 1993, Fuller et al (1995, Buchmann (2000). Similarly, researchers have begun to examine relationships between gender and poverty in household decisions about schooling Knodel & Jones (1996), World Bank (2000).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study explains the methods that the researcher used to select the geographical area, from which the research was carried out and methods of selection of respondents. It also explains the methods the researcher used to collect and analyze data.

3.1 Research Design

The study used a descriptive design. The research drew from both the qualitative and quantitative analysis approaches in order to get a clear picture both in number and data.

3.2. Environment

The research was carried out in the selected primary schools in Namwendwa sub county Kamuli District in Uganda. And this was so because it is where the researcher lives and therefore it was easy to get information. The costs of transport were reduced.

3.2. Study population

The study will include ideas from, teachers of the schools and the pupils of Namwendwa sub county Kamuli District

3.3 Sample framework

3.3.1 Sample size

A total of 120 Questionnaires were distributed to teachers and 50 pupils participated in focus group discussions.

3.3.2 Sample technique

Using a purposive sampling technique, teachers were selected to participate in the study while random sampling was used to select pupils who participated in focus group discussion

3.3.3 Sample Procedure

In carrying out research the researcher first got a release letter from the course administrators which the researcher took to the schools under study. The researcher was then given permission by the authority to access information from the school. The researcher then with the help of teachers randomly picked pupils for focus group discussions. For the teachers the researcher purposively distributed questionnaires to them by selecting two teachers from each class in the schools.

3.4 Methods for Data Collection

3.4.1 Instruments

Questionnaires

These were used to collect information from the teachers since these respondents were literate and were able to understand the language used.

Focus group discussions

Focus group discussions were held with pupils since it is easy to get information from children while discussing with them.

3.4.2 Sources of Data

This study used both primary and secondary data:

Primary data was collected using Questionnaires which were administered to the teachers.

Secondary data was collected through Document analysis in the form of Reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data Processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question had an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lacked coding frames, he then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data was then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on Social-Economic status and children's academic performance in Namwendwa sub county in Kamuli District in Uganda.

4.2 Profile of the respondents

One hundred twenty questionnaires 120 were distributed to the teachers and 100 were filled and returned .This therefore represents 83% of the total number of questionnaires that were distributed.

Table 1: Gender of the respondents

Respondents	Frequency	Percentage
Sex		
Male	60	60
Female	40	40
Total	100	100

Source: field data

The study covered 100 randomly selected teachers of whom 60 (60%) were male and 40 (40%) were female.

Table 2: Age group of the respondents

Age		
19-24 yrs	30	30
25-30yrs	50	50
31 and above	20	20

Source: field data

The age category of the respondents was divided in three groups that is 19-24 years were 30 which was 30%, 25-30 were 50 (50%) and 31 and above were 20 representing (20%) of the respondents.

Table 3: Educational level of the respondents

Educational level		
Certificate	35	35
Diploma	45	45
Degree	20	20
Total	100	100

Source: field data

The academic level of the respondents was divided in three categories that is certificate, diploma and degree. 35 (35%) of the respondents had certificates, 45 (45%) had diplomas and 20 (20%) had degrees.

Focus group discussions were used to extract data from the pupils. 50 pupils were included in the discussion of which 30 were boys and 20 girls.

4.3 Socio economic background and academic achievement of pupils.

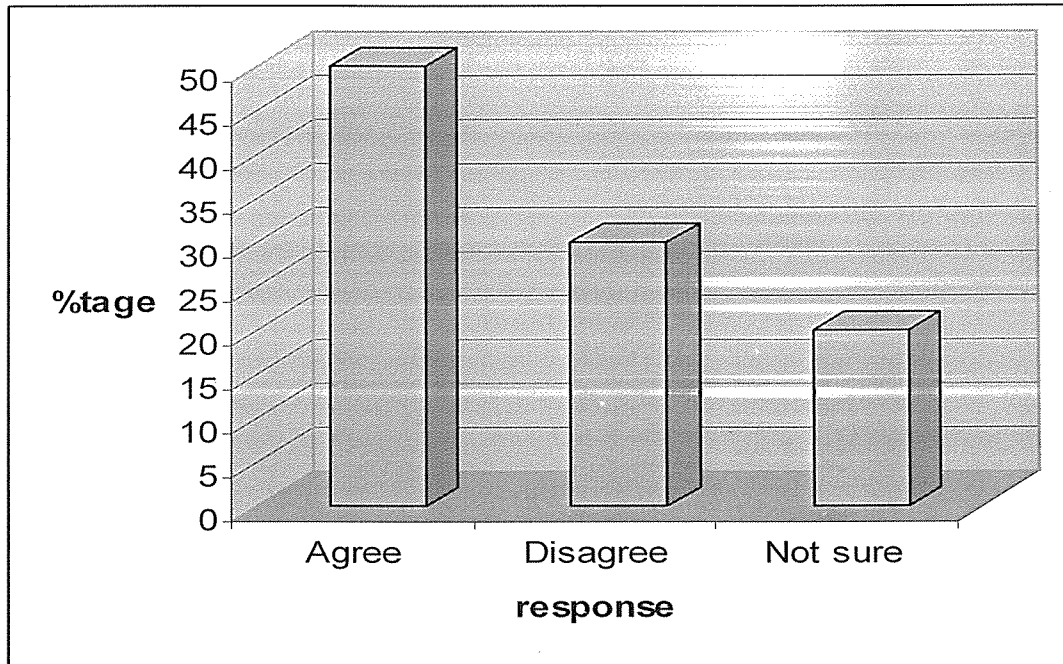
4.3.1 Low economic status

The respondents were asked whether low economic status is a hindrance to the academic achievement of rural primary schools and this was their response.

Table 4: How economic status is a hindrance to pupil's academic achievement of pupils

Response	Frequency	Percentage
Agree	50	50
Disagree	30	30
Not sure	20	20
Total	100	100

Chart 1: **How economic status is a hindrance to pupil's academic achievement of pupils**



According to the chart, 50(50%) of the respondents agrees that poverty is a hindrance to the academic achievement of rural primary school while 30(30%) disagree and 20(20%) were not sure.

Pupils revealed in focus group discussions held with them that most rural people are poor and this hinders the academic achievement of children.

The respondents were asked whether low economic status, the pupils do not have enough schooling materials and this was their response.

Table 5: Pupils do not have enough schooling materials

Response	Frequency	Percentage
Agree	70	70
Disagree	20	20
Not sure	10	10
Total	100	100

70(70%) of the respondents agreed that because of poverty, the pupils do not have enough schooling materials while 20(20%) disagreed and 10(10%) were not sure.

The pupils revealed that since parents from rural areas are poor they cannot afford to buy for their children the necessary school materials and this affects the academic performance of pupils.

The respondents were asked whether because of poverty, parents cannot afford to pay school dues for their children and this was their response

Table 6: Because of low economic status parents can not afford to pay fees for their children

Response	Frequency	Percentage
Agree	90	90
Disagree	-	-
Not sure	10	10
Total	100	100

The table shows that 90(90%) of the respondents agreed that because of low economic status parents cannot afford pay school dues for their children while 10(10%) were not sure.

According to the pupils their parents cannot afford to pay the needed school dues in time and therefore are always sent home for school dues which mean they miss classes and this affects their academic performance.

“.....my parents cannot afford to pay for my school dues in time therefore am always sent back home to collect fees which means I miss classes.....”(pupil focus group participant)

The respondents were asked whether because of poverty children have to sell products in the market and this was their response.

Table 7: Because of poverty children have to sell products in the market

Response	Frequency	Percentage
Agree	40	40
Disagree	35	35
Not sure	25	25
Total	100	100

40(40%) of the respondents agreed that because of poverty children have to sell products in the market while 35(35%) disagreed and 25(25%) were not sure.

Most of the pupils agreed that they have to sell products in the market since their parents are poor and this means that sometimes they miss classes to go and sell on market days or have to first sell the products and then go to school which makes it difficult to concentrate in class because they are tired and hence affects their academic performance.

“.....i have to sell products in the market before I come to school and sometimes I reach late and tired.....” (Pupil FGD participant)

The respondents were asked whether because of poverty pupils fall sick and therefore miss classes

Table 8: Because of low economic status pupils fall sick and miss classes

Response	Frequency	Percentage
Agree	55	55
Disagree	30	30
Not sure	15	15
Total	100	100

55(55%) of the respondents agreed that because of poverty pupils fall sick and therefore miss classes while 30(30%) disagreed and 15(15%) were not sure.

According to the pupils their parents cannot afford to pay for their medical bills or even prevent them from catching diseases and therefore they have to miss school when they fall sick.

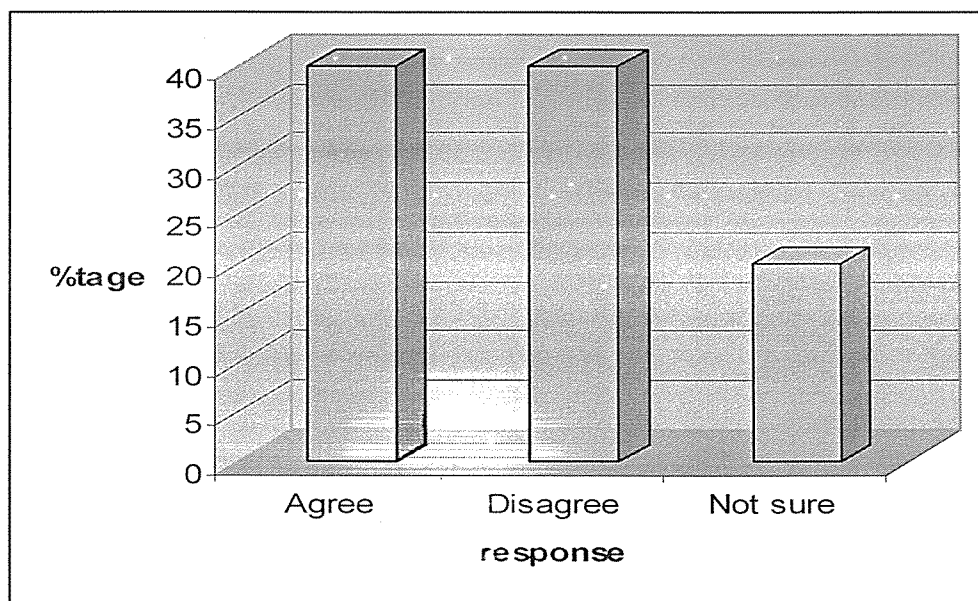
“.....my parents cannot afford to pay for my medical bills and therefore when I fall sick we use cheap medicines.....” (Pupil FGD participant)

The respondents were asked whether children from richer families perform better than children from poor families and this was their response.

Table 9: Children from richer families perform better than those from poor families

Response	Frequency	Percentage
Agree	40	40
Disagree	40	40
Not sure	20	20
Total	100	100

Chart 2: Children from richer families perform better than those from poor families



The table and chart shows that 40(40%) of the respondents agreed that children from richer families perform better than those from poor families while 40(40%) disagree and 20(20%) were not sure.

The pupils agreed with the statement because according to them children from richer families can afford all the necessary school materials and are treated when they fall sick in addition they are not sent home for school dues and also do not go to market to sell products and so they concentrate on their studies which leads to performing better.

4.3.2 Cultural beliefs

The respondents were asked whether some cultural beliefs hinder children's education and this was their response

Table 10: Cultural beliefs hinder children's education

Response	Frequency	Percentage
Agree	45	45
Disagree	40	40
Not sure	15	15
Total	100	100

45(45%) of the respondents agreed that cultural beliefs hinders children's education while 40(40%) disagreed and 15(15%) were not sure.

According to the pupils cultural beliefs are mostly in rural areas and therefore this affects children's education because some of the beliefs target education.

The respondents were asked whether children are married off early because of cultural beliefs and this was their response.

Table 11: Children married off early because of cultural beliefs

Response	Frequency	Percentage
Agree	50	50
Disagree	40	40
Not sure	10	10
Total	100	100

According to the table 50(50%) of the respondents agree that children are married off early because of cultural beliefs while 40(40%) disagreed and 10(10%) were not sure.

The pupils revealed that they had friends especially girls who were married off at an early age and therefore had to drop out.

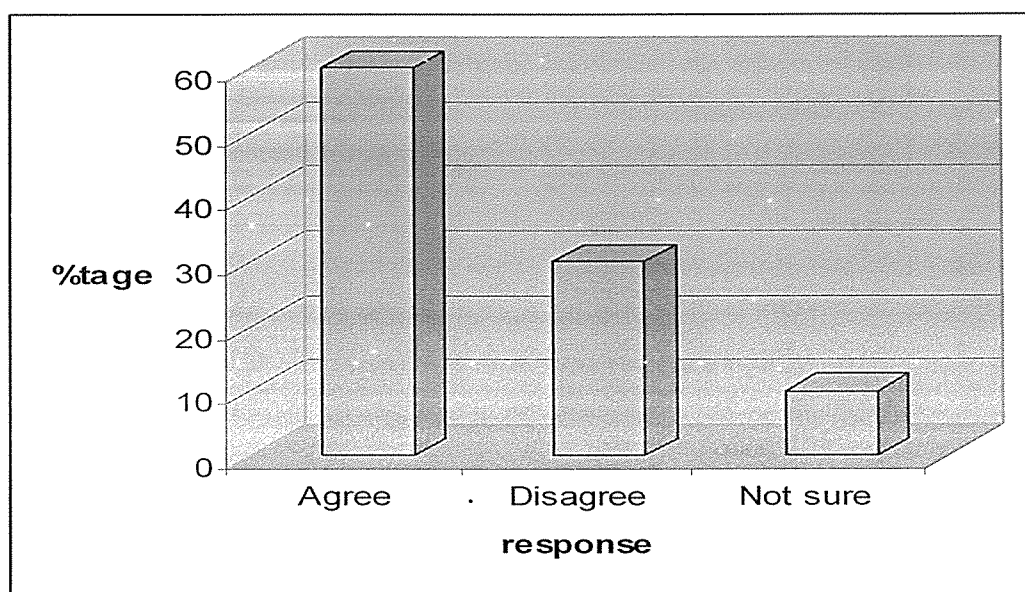
“.....my friend was forced to marry an older man and so she had to drop out of school.....” (Pupil FGD participant)

The respondents were asked whether cultural practices like circumcision hinder children’s education and this was their response

Table 12: Circumcision hinders children's performance

Response	Frequency	Percentage
Agree	60	60
Disagree	30	30
Not sure	10	10
Total	100	100

Chart 3: Circumcision hinders children's performance



According to the table 60(60%) of the respondents agreed that circumcision hinders children's education while 30(30%) disagreed and 10(10%) were not sure.

The pupils revealed that circumcision hinders children's academic achievement because the preparations take long which means children have to take part and miss classes. They also revealed after circumcision the wounds take long to heal which means they have to stay at home

until they heal in they process they miss classes and then catching up is difficult.

The respondents were asked whether because of cultural beliefs children have to do some work before going to school and this was their response

Table 13: Children have to do some work before going to school

Response	Frequency	Percentage
Agree	65	65
Disagree	30	30
Not sure	5	5
Total	100	100

65(65%) of the respondents agreed that because of cultural beliefs children have to do some work before going to school while 30(30%) disagreed and 5(5%) were not sure.

The pupils more especially girls revealed that they have to first do work at home because according to culture it is their duty to do so.

They also have to work after school which leaves them very tired and hence cannot concentrate on studies which lead to poor performance.

4.3.3 Parental attitudes and educational background

The respondents were asked whether parent's attitudes towards education affect children's achievement and this was their response

Table 14: Parent's attitudes towards education affect children's achievement

Response	Frequency	Percentage
Agree	70	70
Disagree	20	20
Not sure	10	10
Total	100	100

70(70%) of the respondents agreed that parent's attitudes towards education affect children's achievement while 20(20%) disagreed and 10(10%) were not sure

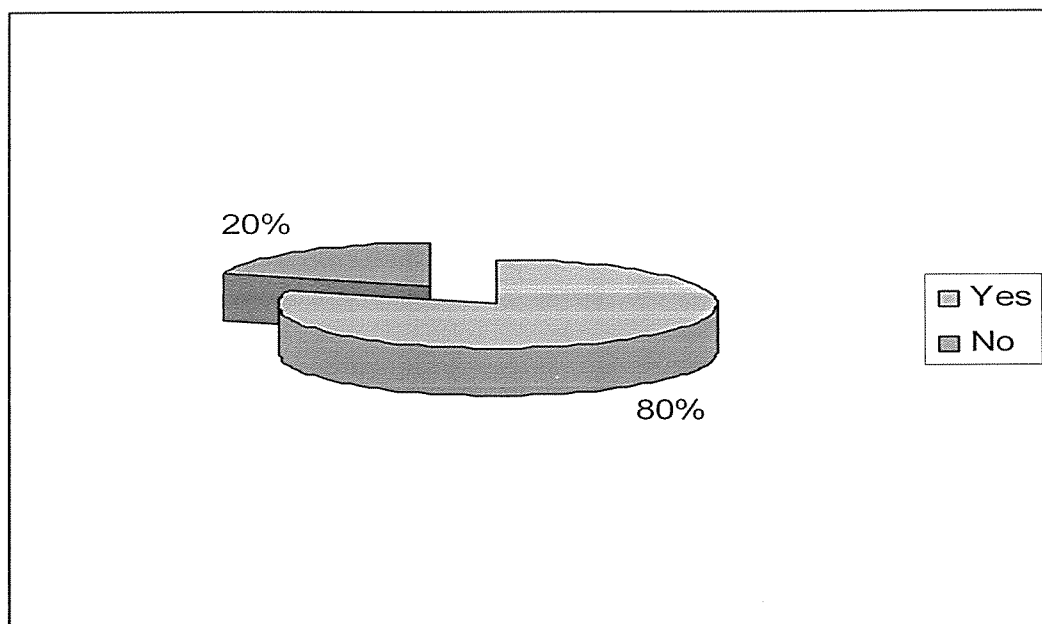
According to the pupils most parents do not take education as important and therefore do not make it as a priority. Some parents believe that education is a waste because those who do study do not get jobs.

The respondents were asked whether girls are the most affected by parental attitudes and this was their response

Table 15: Girls are the most affected by parental attitudes

Response	Frequency	Percentage
Yes	80	80
No	20	20
Total	100	100

Chart 4: Girls are the most affected by parental attitudes



The chart shows that 80(80%) of the respondents agreed that girls are the most affected by parental attitudes while 20(20%) disagreed. According to the pupils most parents think that it is useless to educate a girl and therefore in instances where the money is not enough the girl is told to withdraw from school for her brothers to study.

“.....my sisters do not study and are at home because my parents do not want them to study.....” (Pupil FGD participant)

The respondents were asked whether parent’s educational attainment has an effect on children’s education and this was their response

Table 16: Parent's educational attainment has an effect on children's education

Response	Frequency	Percentage
Agree	75	75
Disagree	15	15
Not sure	10	10
Total	100	100

According to the table 75(75%) of the respondents agreed that parent's educational attainment has an effect on children's education while 15(15%) disagreed and 10(10%) were not sure

The pupils revealed that parents who have gone through school know the value of education and therefore make sure their children go to school.

4.3.4 Family structure

The respondents were asked whether the number of children in the family affects children's academic achievement and this was their response

Table 17: The number of children in the family affects children’s academic achievement

Response	Frequency	Percentage
Agree	80	80
Disagree	15	15
Not sure	5	5
Total	100	100

80(80%) of the respondents agreed that the number of children in the family affects children’s academic achievement while 15(15%) disagreed and 5(5%) were not sure

According to the pupils when children are many in a family some children are denied education because of lack of funds and in most cases girls are the most affected.

“.....my parents decided to leave my sister at home so that i can go to school since the money is not enough.....” (Pupil focus group participant)

The respondents were asked whether single parenting affects children’s academic achievement and this was their response

Table 18: Single parenting affects children's academic achievement

Response	Frequency	Percentage
Agree	50	50
Disagree	35	35
Not sure	15	15
Total	100	100

50(50%) of the respondents agreed that single parenting affects children's academic achievement while 35(35%) disagreed and 15(15%) were not sure

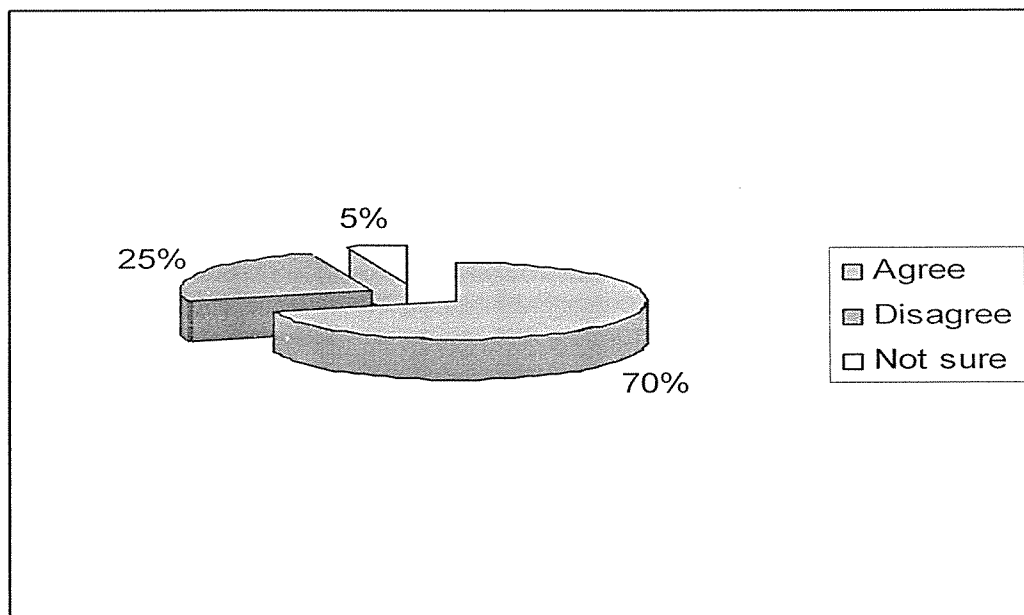
The pupils revealed that children from single parent family are always withdrawn at school and always look lonely and therefore do not concentrate in class which means they do not understand what they are being taught and hence perform poorly.

The respondents were asked whether children from families with both parents perform better than those in single parent and this was their response

Table 19: Children from families with both parents perform better than those in single parent

Response	Frequency	Percentage
Agree	70	70
Disagree	25	25
Not sure	5	5
Total	100	100

Chart 5: Children from families with both parents perform better than those in single parent



According to the chart, 70(70%) of the respondents agreed that children from families with both parents perform better than those with single parents while 25(25%) disagreed and 5(5%) were not sure.

The pupils agreed that children from both parent families had support from all parents and therefore were secure which means they concentrate in class.

The respondents were asked whether children from mother only families perform poorly in class and this was their response

Table 20: Children from mother only families perform poorly in class

Response	Frequency	Percentage
Agree	80	80
Disagree	10	10
Not sure	10	10
Total	100	100

80(80%) of the respondents agreed that children from mother only families perform poorly in class while 10(10%) disagreed and 10(10%) were not sure.

The pupils revealed that most mothers in rural areas are poor and therefore the children not only lack parental support but also lack the basic needs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to investigate Socio-Economic background and academic performance of primary pupils. This chapter focuses on the summary of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary

The first objective was to determine socio economic status and children's academic achievement in regards to poverty. The study revealed that poverty is a hindrance to the educational attainment of pupils because they cannot afford to pay for school dues, afford the necessary school materials, treat themselves when sick and above all because of poverty they have to go and sell produces in the market. All these hinder their academic achievement. According to Filmer and Pichet (1999) children from wealthy countries and families perform better than those from poor countries families.

The second objective focused on cultural beliefs and academic performance of pupils. The study found out that cultural beliefs like early marriages, circumcision and the belief that girls have to do work at home affects their academic achievement.

The third objective focused on parental attitude and academic performance of pupils. According to the study some parents think education is not important and therefore do not take their children to school or do not bother to give them the necessary requirements for school. The study revealed that girls are the most affected by parental

attitudes. The study also found out the educational attainment of the parents also contributes to children's academic achievement.

The final objective sought to investigate family structure on the academic achievement of pupils. According to the study the number of children in a family contributes to the academic achievement of children since others have to remain at home while their brothers go to school. The study also found out that children from single parent families do not perform well in school like those from both parent families and the study revealed that children from mother only families suffered the most. According to Lloyd and Blanc (1996) female headed tend to be poorer than other households.

5.2. Conclusion

The main purpose of the study was to investigate socioeconomic status and academic performance of primary pupils

It was established that poverty was one of the reasons why pupils did not perform well in their studies or did not achieve their educational aspirations.

Cultural beliefs are also a hindrance to children's academic achievement. It was established that some cultural beliefs did not make it easy for children to study.

Parental attitudes are also another factor why pupils did not achieve their educational aspirations. The study found out that girls are the most affected by parent's attitude towards their education.

Finally family structure is also a hindrance to children's academic achievement.

5.3. Recommendations

The government should make sure that she devises means of helping children attain education. For example bursaries can be organized to help children from poor families.

Teachers should not ignore children who are withdrawn from playing or interacting with their peers but instead should try to find out the problem and devise means to solve it. For example children from single parents

Parents from poor families should be sensitized on the importance of education.

5.4 Suggestions for further research

More research should be done on effect of family structure on the academic achievement of children because little has been done on the subject.

REFERENCES

- Aitkin M, Longford N. 1986. Statistical modeling issues in school effectiveness studies (with discussion). *J. R. Stat. Soc., Ser. B* 149: 143
- Anderson CA. 1956. The social status of university students in relation to type of economy: an international comparison. *Trans. Third World Congr. Sociol.* 5:51-63
- Anh TS, Knodel J, Lam D, Friedman J. 1998. Family size and children's education in Vietnam. *Demography* 35:57-70
- Arnove R. 1997. Neoliberal education policies in Latin America: arguments in favor and against. In *Latin American Education: Comparative Perspectives*, ed. CA Torres, APuiggros, pp 79-100. Boulder: Westview
- Arum R. 2000. Schools and communities: ecological and institutional dimensions. *Annu. Rev. Sociol.* 26:395-418
- Axinn WG. 1993. The effects of children's schooling on fertility limitation. *Popul. Stud.* 47:481-93
- Baker DP, Goesling B, LeTendre GK. 1999. Social class, school quality, and national economic development: a cross-national analysis of the "Heyneman-Loxley" effect. Presented at Annu. Meet. Am. Sociol. Assoc., 94th, Chicago

Barr R, Dreeben R. 1983. How Schools Work. Chicago: Univ. Chicago Press

Behrman JR, Birdsall N. 1983. The quality of schooling: quantity alone is misleading. *Am. Econ. Rev.* 73:928–46 Benavot A, Cha Y, Kamens D, Meyer JW,

Wong S. 1991. Knowledge for the masses: world models and national curricula 1920– 1986. *Am. Sociol. Rev.* 56:85–100

Bidwell CE, Kasarda JD. 1980. Conceptualizing and measuring the effects of school and schooling. *Am. J. Educ.* 88:401–30

Bills DB, HallerAO. 1984. Socio-economic development and social stratification: reassessing the Brazilian case. *J. Dev. Areas* 19:59– 70

Bradshaw YW. 1993. State limitations, self help secondary schooling and development in Uganda. *Soc. Forces* 72:347–78

Brinton MC, Lee YJ, Parish WL. 1995. Married women's employment in rapidly industrializing societies: examples from East Asia. *Am. J. Sociol.* 100:1099–1130

Broaded CM. 1997. The limits and possibilities of tracking: some evidence from Taiwan. *Sociol. Educ.* 70:36–53

Buchmann C. 1996. The debt crisis, structural adjustment and women's education: implications for status and social development. *Int. J. Comp. Sociol.* 37:5–30

Buchmann C. 1999. The state and schooling in Uganda: historical developments and current challenges. *Africa Today* 46:95–117

Buchmann C. 2000. Family structure, parental perceptions and child labor in Uganda: What factors determine who is enrolled in school? *Soc. Forces* 78:1349–79

Buchmann C, Brakewood D. 2000. Labor Csapo M. 1981. Religious, social and economic factors hindering the education of girls in northern Nigeria. *Comp. Educ.* 17:311–19

Deng Z, Treiman DJ. 1997. The impact of the cultural revolution on trends in educational attainment in the People's Republic of China. *Am. J. Sociol.* 103:391–428

Duncan GJ. 1994. Families and neighbors as sources of disadvantage in the schooling decisions of black and white adolescents. *Am. J. Educ.* 103:20–53

Erikson R, Goldthorpe JH. 1992. The Constant Flux: A Study of Class Mobility in Industrial Societies. Oxford, UK: Clarendon

Farrell JP, Schiefelbein E. 1985. Education and status attainment in Chile: a comparative challenge to the Wisconsin model of status attainment. *Comp. Educ. Rev.* 29:490–560

Filmer D, Pritchett L. 1999. The effect of household wealth on educational attainment: evidence from 35 countries. *Popul. Dev. Rev.* 25:85–120

APPENDIX I: QUESTIONNAIRE TO THE TEACHERS

Dear respondent the purpose of the study is to identify the Social-Economic background and children's academic performance in Murang'a south District in Uganda. I would like to bring to your attention that the information given will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

Personal information

Age

13 and below []

14-17 years []

18 and above []

Sex

Female

Male

Socio economic background and academic achievement

Poverty

1. Poverty is a hindrance to the academic achievement of rural primary schools

Agree []

Disagree []

Not sure []

2. Because of poverty, pupils do not have enough schooling materials

Agree []

Disagree []

Not sure []

3. Because of poverty parents can not afford to pay fees for their children

Agree []

Disagree []

Not sure []

4. Because of poverty children have to sell products in the market

Agree []

Disagree []

Not sure []

5. Because of poverty pupils fall sick and miss classes

Agree []

Disagree []

Not sure []

6. Children from richer families perform better than those from poor families

Agree []

Disagree []

Not sure []

Cultural beliefs

7. Cultural beliefs hinder children's education

Agree []

Disagree []

Not sure []

8. Children are married off early because of cultural beliefs

Agree []

Disagree []

Not sure []

9. Cultural practices like circumcision hinder children's education

Agree []

Disagree []

Not sure []

10. Because of cultural beliefs children have to do some work before going to school

Agree []

Disagree []

Not sure []

Parental attitudes and educational background

11. Parent's attitudes towards education affect children's achievement

Agree []

Disagree []

Not sure []

12. Girls are the most affected by parental attitudes

Yes []

No []

13. Parent's educational attainment has an effect on children's education

Agree []

Disagree []

Not sure []

Family structure

14. The number of children in the family affects children's academic achievement

Agree []

Disagree []

Not sure []

15. Single parenting affects children's academic achievement

Agree []

Disagree []

Not sure []

16. Children from families with both parents perform better than those in single parent

Agree []

Disagree []

Not sure []

17. Children from mother only families perform poorly in class

Agree []

Disagree []

Not sure []

APPENDIX II: FOCUS GROUP DISCUSSIONS WITH THE PUPILS

1. How is poverty a hindrance to children's education?
2. How are cultural beliefs a hindrance to children's education?
3. How do parental attitudes contribute to the academic achievement of pupils?
4. What is the relationship between family structure and academic achievement of pupils?