

**HOUSEHOLD INCOME AND EDUCATIONAL ATTAINMENT IN BUKEDEA SUB
COUNTY, BUKEDEA DISTRICT.**

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

I here in wholly declare that this research report was originally of my efforts and has never been duplicated or submitted to any institution of higher learning for any academic award.

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APPROVAL

This study was prepared by OWALAM IVAN and is now ready for approval by the university supervisor of Kampala international University.

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(SUPERVISOR)

Sign:..... Date:.....

DEDICATION

This study is dedicated to all those who have in one way or the other helped me in my endeavors to realize my vision especially the entire family of Mr. Owalam Ernest, and my friends Opio Simon Misaki, Omagor John, Namulawa Mary, Odongo George, Sanyu Betty. and not forgetting Omongan Richard for his support.

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With sincere gratitude and pleasure, I would like to acknowledge the following personalities for their contribution towards the success of my research report.

Firstly, my sincere thanks should go to Ms. Barongo Eleanor my university supervisor for his tireless efforts in guiding and directing me on what to do to make my research report a successfully.

I would also like to acknowledge my fellow course mates especially Namulawa Mary, Odongo George, Sanyu Betty, Enyopu Deo and Oonyu Elias Paul for their continuous encouragement and hope they give to me during my research may the almighty reward them abundantly.

I will also like to extend my acknowledgement to the staff of Bukedea Sub County for having accepted me to do my research in their organization. Not forgetting their sincerity of providing me with accurate data for analysis may Lord bless you all.

Greater thanks should also go to the entire staff of Kampala International University especially the department of development studies and conflict resolution for their tremendous efforts of imparting knowledge into me.

Lastly I will not forget to acknowledge my parents for their wonderful efforts in educating and supporting me in the whole course of research.

LIST OF ACRONYMS

DHHS	Demographic House Hold survey
FAL	Functional Adult Literacy
HHI	House Hold Income
HIPC	Highly Indebted Poor Countries
LG	Local Government
NGO	Non Government Organization
PLE	Primary Leaving Examination
S/C	Sub County
UACE	Uganda Advanced Certificate of Education
UNBOS	Uganda National Bureau of Statistics
UNEB	Uganda National Examination Board
USE	Universal Secondary Education

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ABSTRACT

The study carried out was on household income and educational attainment in Bukedea Sub County in Bukedea District. The purpose of the study was to establish the extent on how household income determines the education attainment of pupils in Bukedea Sub County. The objectives of the study were to find out how parents income influences pupils performance at school, to find out the relationship between parents occupation and pupils performance. The study was covering the literature review of different academicians and authors about the topic, it involved 92 respondents who are selected using purposive method of sampling. The findings showed that the higher the level of income, occupation and level of education the better performance of their pupils and the lower the level of parents' income, occupation the poorer the performance of their pupils. Last but not least the discussions and conclusions showed that pupils from high income occupation and parents level of education, the higher the performance however pupils from poor households, low occupation and low level of education perform poorly. The researcher provided the following recommendation to enhance educational attainment in Bukedea Sub County in Bukedea District. They included pupils from low income backgrounds should try to persevere with parents financial hardships and remain at school, parents should improve on their educational level through programmes like Functional Adult Literacy (FAL).

CHAPTER ONE

1.0 Introduction

The study was about the house hold income and its effects on educational attainment in Bukedea sub county Bukedea district. This chapter therefore consisted of the back ground to the study, problem statement, objectives, and the scope of the study and the significance of the study

1.1 Background of the study

The house hold income according to Uganda National Bureau of statistics (2009 UNBOS) was defined as the sum of income both cash and in kind that accrues from all economic activities performed by house hold members. This definition was ideal because the nominal value of income was used implying that it was adjusted for inflation.

According to Onzima, 2006 the social economic status of parents and education attainment, defined the house hold income as the total income from all the people living in a particular house hold. According to Onzima, he further elaborated that incomes do not refer to only salaries and benefits received but a composition of all income and assets possessed by a particular house hold.

Education attainment according to inequality in education attainment in Uganda (By M Hamis 2012) defined it as the highest level of schooling each student attends and successfully completes. He argued that education attainment is a gradual process starting from home, nursery, and primary post primary and finally higher institutions of learning. According to inequality in education attainment in Uganda however, 60% of the students have not attained their education- simply because of the inequality of house hold income amongst most house hold.

The magnitude of poor performance and high school dropout amongst most students in Uganda was relatively high. This negatively impacted on education attainment in Uganda .For example out of a total estimated population of about 35.75 million people .approximately 10 million students dropped out of primary ,post primary and in institution of higher learning because of the low levels of house hold income earning this is making education attainment almost un achievable to most students.

A candidate is deemed to have completed primary and 0 level, if one scores grade (1 to IV) in primary leaving examination and Uganda certificate of education (UCE) and if one scores at least 2 principal passes for Uganda advanced certificate of education (U.A.C.E). Such students are eligible to register for higher institution of learning. But in 2008 the ministries of education and district education officers in Uganda were disturbed and confused over reasons for the poor performance of the majority of pupils despite the provision of free U.P.E and U.S.E. This problem persisted up to 2009 where there were 121.390(71.8%) pupils in grade iii and more others 67.301(85.6%) in grade IV in both primary and post primary.

Poor performance is generally associated with, high illiteracy levels, unemployment, low income earnings, poor health and persistent poverty by most house hold incomes, more so poor performance and low house hold income is a formidable obstacle to education attainment and development.

The demographic house hold survey (DHHS 2006-2008) data on empirical analysis indicated that access to education in Uganda was still dependent on one's level of income. According to education and family income (by J Blandon 2002) he provided that households with high level of income to a greater extent have attained education as compared to those with less house hold incomes.

The research was enforced by 3 related theories. These were the theory of cultural capital by Pierre Boadicea, (1986) which started that education leads to social reproduction and stratified society by honoring the cultural capital of the elite class. In theory of concerted cultivation by Annette Larcawe (2003) which started that lower income families have children who pass in lower grades. Theory of credertialism by Collins Randall, (1979) which started that public schools are sociological institutions that teach and reward middle class. These theories were used by the researcher as a set of tools to construct explanation of what was happening in Bukedea Sub County.

Bukedea Sub County was gifted with 11 government aided primary schools; one secondary school was under universal secondary education (U.S.E) and one technical institute called Bukedea (private). Despite having all the above, the level of performance and school dropout was still very high. This was attributed to low levels of house hold incomes which made them

unable to meet costs associated with education like buying teaching materials, uniforms and personal text books for the student. However, students from house hold especially those from middle class who could afford the above teaching materials to their children, successfully completed primary and post primary education hence proceeded to higher institution of learning leading to education attained.

The Sub County was also associated with low school enrollment especially in post primary schools. This affected the performance grades in the sub county. For example out of the hundreds who complete 0 level, only 1% proceeded to a level and the majority either dropped out of school or preferred marriage to continuing with education. Therefore education attainment in Bukedea Sub County was still very low.

1.2 Statement of the Problem

The introduction of universal primary education (UPE) in 1997 and universal secondary education (USE) in 2006 by the Ugandan government was meant to increase education attainment among most households with low incomes. The above programmes helped many students to get into schools. However, there were still concerns about the outcome of the students in above schools. Providing education for all through attempts such as free schooling, paying salaries of teachers and expansion of class rooms did not ended poor performance and school dropout. This phenomenon was disturbing in the context of the current education policy as it reflected its ineffectiveness. The particular challenge was how to raise performance standards and avoid dropout of students before completing their education career to an acceptable standard.

So the real problem was that education attainment was still not equitable to the majority of Ugandans. Many studies cited the level of house hold income as the leading cause of the differences in performance however there were no such studies in Bukedea Sub County. This study was suited to explain the level of house hold income and education attainment in Bukedea Sub County in Bukedea district.

1.3 Purpose of the Study

The study was aimed at finding out how the level of house hold income affects pupils education attainment in Bukedea Sub County in Bukedea district.

1.4 Objectives of the Study

- To find out the relationship between parents occupation and pupils performance.
- To establish the extent on how the levels of house hold income determines education performance.
- To establish how house hold income influences the performance and level of education

1.5 Research Questions

1. What is the relationship between parent occupation and student performance?
2. What is the relationship between parents' level of education and pupils' performance?
3. What is the cause of poor performance and school dropout in Bukedea Sub County?

1.6 Scope of the Study

The study was carried out in Bukedea Sub County Bukedea district for a period of 2 month (April-June).

1.6.1 Geographical scope

This study was to be carried out in one of the sub counties in Bukedea District called Bukedea Sub County. Its located East of Bukedea Town close to 5 km from Bukedea Town Council.

1.6.2 Time scope

The study was mainly to be interested on the level at which household income determines educational attainment. The study was likely to take at least one and half months.

1.6.3 Theoretical scope

The research was enforced by 3 related theories. These were theory of cultural capital by Pierre Boadicea (1986), theory of concerted cultivation by Annette Larcawe (2003) and theory of credertialism by Collins Randall, (1979). These theories were used by the researcher as a set of tools to construct explanation of what was happening in Bukedea Sub County.

1.6.4 Content scope

The proposal has the three chapters.

The first chapter includes the background and introductory part of the subject with statement of the problem, objectives of the study, significance of the study, time and geographical scope.

The second chapter includes literature review that composes of the second hand data from text books, journals, internet, magazines and newspapers. The third chapter includes the methodology to be used in the collection of the data from the field, how data analysis and presentation will be made.

1.7 Significance of the Study

The research will increase awareness on how the level of house hold income affects education attainment.

The researcher will acquire research skills which will be helpful in pursuing his further studies.

The findings of the study would be used for future research since it would be kept and filled in 'the library.

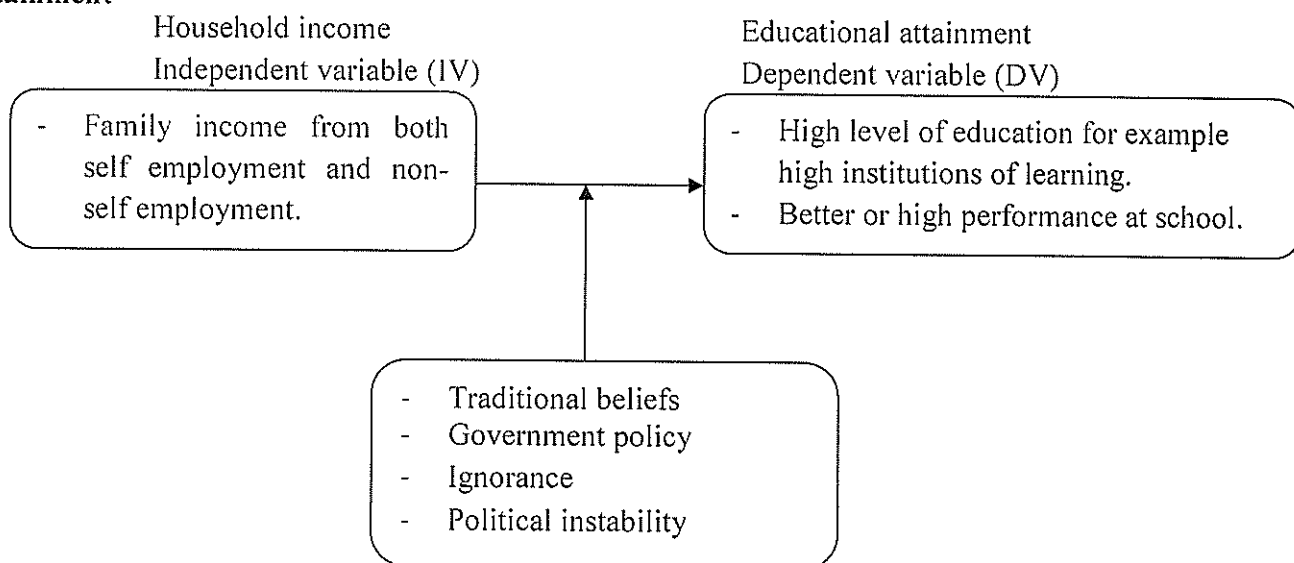
CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter consisted of concepts, opinions and ideas from various Authors and experts. It's composed of the conceptual framework, theoretical review and reviews some of the work of different scholars and authors. In conducting this review, the following study variables were of utmost importance. Household education level of income, occupation and the education activities such as performance, student enrollment, attendance, dropout and student repetition.

The need for better attainment of education was realized far back in 1990, at the world conference on Education for All in Fontenay, Thailand when some 150 organizations agreed to "Universalize primary education and massively reduce illiteracy by the end of the decade" (UNESCO 2009). In 2000, ten years later, the international community met again in Dakar, Senegal and took stock of many countries being far from having reached this goal. They affirmed their commitment to achieving education for all by the 2015. The six goals are. To expand early child hood care and education, provide free and compulsory primary education for all, promote leaving and life skills for young people and adults, increase adult literacy by 50%, achieve gender parity by 2015, gender equality by 2015, and improve the quality of education.

2.1 A conceptual framework showing the effect of household income on education attainment



Source: Research, 2017

The independent variable was perceived. Household income and whereas the dependent variable was educational attainment. The independent variable concerns family income from both self employment and non- self employment whereas the dependent variable focuses on high level of education for example high institutions of learning and better or high performance at school. The higher the income or household income the better the pupil's performance at school and the more the education is attained.

2.2 Theoretical framework

The research was enforced by 3 related theories, these were the theory of cultural capital by Pierre Bourdieu (1986) which stated that education leads to social reproduction and stratified society by honoring the cultural capital of the elite class. In the theory of concerted cultivation by Annette Lareau (2003) which stated that lower income families have children who pass at lower grades. Theory of credentialism by Collins Randall (1979) which stated that public schools are sociological institutions that teach and reward middle class.

In conclusion, it is argued that the level of parents income determine the pupils educational attainment, social and moral behavior in the community and children's performance at school.

2.3 Review of literature

2.3.1 Parents income and student education attainment

Current national priorities, as stipulated in policy document issued by the ministry of education and sports included provision of Universal Primary Education (UPE), sensitization of the population about UPE in order that communities fully participate in such implementation, and implementation of strategies that will redress the existing imbalances for example gender, geographical, social as well as disparities in education standards and performance throughout the education system in general, primary and secondary education in particular. Universal primary education (UPE) was formally launched in Uganda in 1997 under the (UPE) program. Initially the government responsibilities were to pay statutory fees for four children per household and all orphans, provide instructional materials and teachers' salaries on government grant-aided schools. District authorities are expected to provide furniture, safe water, land or premises where teaching and learning can take place, assistance on the construction of school buildings, supervision and inspection of schools. Parents are responsible for the provision of exercise books, pencils, meals, clothing for their children, and assistance on the construction of the school

buildings (for instance through provision of labour) The program enjoys significant support from the donors and also from the highly indebted poor countries (HIPC) initiative, under which Government is channeling proceeds from debt relief of the program. There is also need to understand the level of household income in education attainment.

One of the most dramatic changes in education over the last decade has been the massification” of primary education. However, there is still poor performance amongst the schools. According to Kakuru (2001), Kasente D(2003), Universal primary education (UPE) decision still get taken that deny some boys and girls of school going age from getting access to primary school education. At higher levels most girls that get access to secondary education tend to come from middle and above wealth quintile families. The children themselves hardly make these decisions but rather it’s, their parents, guardians and relatives, for the children who are not enrolled in schools. These are explanations and what drives the decisions taken by their parents and guardians. For example some studies found that investment in children is related to house hold income (HHI) Bjorkrnan M. (2005) pg 18) depicted the correlation between district income, girls and boys enrollment as follows, for low level of income, very few girls attended education and there is a large gap between boys and girls to education. And the share of the children income transferred to his or her parents. On the other hand, the differentials treatments of girls verses being is related to few parents values of child labour where girls because the bulk of the additional work required at home. Annette Lareau 2003 stated that lower income households have children who do not succeed to the level of the middle income children, who feel entitled, are argumentative and better prepared for life.

In 2008, there was a general poor performance in P.L.E, U.C.E and U.A.C.E in Uganda. This provoked reactions from the education ministry and district education officers in Uganda, who could not agree on reasons for poor performance in primary and post Primary National Examinations. Especially P.L.E result released on February 2009, the Ministry officials, argued that the poor performance was due to absenteeism and lack of teachers in some districts. Some District education officers, however believes that under funding causes the poor performance Ahinbisibwe P. and Businge (2009)

Annette Lareau (2003) stated that lower income households have children who do not succeed to the level of the middle income children, who feel entitled, are argumentative and better prepared for life.

Herbst and Huysaman (2000) identified that early school by most households play activities at home are found to be very vital for a child's development and academic performance. Preschool activities and education materials for children differ for those more advantaged, which in turn has been found to assist them to perform better and more effectively in school than disabled student; as their cognitive and motor skills are more developed (Herbst and Huysamen, 2001) These include motor skills like knowing how to write, colouring and cutting out shapes Barnett's (1998) study showed that persistent early child hood education programmes before a child turn, five years is good for their education achievement, attainment and completion.

2.3.2 Parents social-economic states and education attainment.

Similarly Okumu et al (2008) on a study of social economic determinant of primary school dropout found that high academic attainment of mothers and fathers significantly reduces chances of primary school drop for both boys and girls in rural and urban areas. For a motto, this phenomenon could be attributed for the fact that educated mothers reduce the time spent doing house hold cores while increasing the time spent with their children than the un educated counter parts . Also educated mothers are more effective in helping their children on academic work. In doing so, they are also able to monitor and supervise their children's academic progress. While for the fathers its attributed to the fact that educated fathers are also interested in their children thus they should be willing to spend more time in helping their children in academic problems

According to Namyonjo H. (2007) where parents who do not finish primary or just finished primary, pupils with parents who finished senior 4 or senior six or performed considerably better. The highest increase in test scores was for students whose fathers had a university degree compared to earlier research. For example by Hanashek, found out that mother's education had a significant effect on students test scores. Father's education had a stronger influence than mothers. These results possibly reflected the ability of house hold to support the student's school work and likely interactions of literate parents with their children on school related or literacy nurturing activities as well as their ability to support their children with home work or help with difficult home work.

There is also need to understand social economic factors inherent in our societies. According to the commission on social determinants of Health in Australia (2007), one major variable used to understand social economic position of household on studies of social inequalities and social stratification. The term stratification is used in sociology to refer to social hierarchisation which individuals or groups can be arranged along a ranked order of some attribute. Income of years of education provides a firm base for education attainment.

According to Jean Claude Guilemard zero. The principal actors in EFA are governments and civil society for example (NGOs) at the National level. Education is one of Uganda's governments' key sectors and NGO continued to receive priority in resource allocation. For example over the last five years the budget allocation to the education sector has been increasing steadily from Shs 633.4b in 2005/2006 to 1.1 trillion (Wamakugu F. and Baguma A. 2010)Part of this money is meant for construction of class rooms because other schools do not have enough classrooms and pupils are taught under trees. Education policy in Uganda also resulted in several documents, one of which is the white paper of 1992 on education policy. The document covers all levels of education from primary, post primary and higher education, and all types of formal education such as general, technical, vocational, teacher training as well as non formal education.

A number of studies showed the relationship of household income with school student cognitive ability and academic attainment (Bradley and Crowyn 2002); Anderson case and Lam 2001). These studies have gone as far as asking what past or parts of house hold income level have an influence on education attainment. Social scientists often argue that there are specific indicators of household income that have more of an effect on children cognitive education development. These effects on turn inform their academic and class performance. It has also been argued that the stranger indicators are the house hold levels of education, followed by their income and then their occupation. They however make a stranger effect when they are all used as a measure (Bradley and Crowyn, 2002)

2.3.3 Parent's occupation and education attainments

Chechi D and Savi A. (2010 page 16) found out that in Ghana some negative correlation Emerged with the probability of enrolment and low income jobs. In Mauritania they found that there is also positive association with house hold head working as public employees. Which is typically associated with less volatile higher earnings, for Uganda, the coefficient of both father

and mother education exhibited a nicely increasing trend, suggesting an increasing pressure on education of offspring especially over the main sources of income from transfer which helps to raise school attendance. However 1/3 of Ugandans classified as unemployed was actually taking up unpaid family jobs thus agreeing with et al Okumu 2008. Finding that a larger percentage of the economically active person's are economically unproductive. There by indicating the household dependence burden implying that educated workers accept only high quality jobs and possibly experience long spells of unemployment or migration. This squeezes out the household's resources resulting into family pupils dropping out of schools. Another problem is that Dr. Dunne NA her colleague, who examined student placement decisions on English and mathematics for secondary school and 124 primaries, their analysis included information for student prior to education attainment, gender, ethnicity and her neighborhood and found out that working class pupil are more likely to be placed in lower, sets than middle class who have the same result text.

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According to Jeremy Saizo (2010), analysis of Lareau book unequal childhoods, class, race and family life. There is a clear distinction between the parenting styles of the working class families and the middle class families. The middle class practices a method she dubs "concerted cultivation" while working class use a style called the accomplishment of natural growth.

A number of studies show the relationship of household income with school student cognitive ability and academic attainment (Bradley and Corwyn 2002); Anderson case and Lam 2001). These studies have gone as far as asking what past or parts of house hold income level have an

influence on education attainment. Social scientists often argue that there are specific indicators of household income that have more of an effect on children cognitive education development. These effects in turn inform their academic and class performance. It has also been argued that the stronger indicators are the household levels of education, followed by their income and then their occupation. They however make a stronger effect when they are all used as a measure (Bradley and Corwyn, 2002).

Herbst and Huysman (2000) identified that early school by most households play activities at home are found to be very vital for a child's development and academic performance. Preschool activities and education materials for children differ for those more advantaged, which in turn has been found to assist them to perform better and more effectively in school than disadvantaged student; as their cognitive and motor skills are more developed (Herbst and Huysman, 2001). These include motor skills like knowing how to write, colouring and cutting out shapes. Barnett's (1998) study showed that persistent early childhood education programmes before a child turns five years is good for their education achievement, attainment and completion.

Case and Deaton's empirical analysis of level of household income and quality of education (as cited by Anderson, Case and Lame 2001) used income and education attainment and they found out that families with high and middle incomes have a stronger effect on enrolment, education attainment and high test scores of Numeracy. Noble Mc Candliss, on meeting the state requirements, also used average financial allotment to explain how level of household income affects education attainment. Therefore as an index and that these are variables account for variance on difference cognitive systems which effects student's academic performance and education attainment.

To conclude this literature review, there was a huge complexity of reasons why students from households with low income were less likely to excel in education. This ranged from family and community expectations due to possible returns of education for the family, financial hardships, parents ambivalent attitudes to education, poor attendance patterns due to need for child labour. Likewise there were also many reasons why students from households with high levels of income excel in education. These included ability of literate parents to support pupils with home and school work. Maintaining and supervision of children's school work and access to

information and social networks necessary for their children's succession life through education attainment.

2.4 Related studies

The need for better attainment of education was realized far back in 1990 at the world conference on education for All in Fontainebleau, Thailand when some 150 organizations agreed to "universalize primary education and massively reduce illiteracy by the end of the decade" (UNESCO 2009). In 2000, ten years later, the international community met again in Dakar, Senegal and took stock of many countries being far from having reached this goal. They affirmed their commitment to achieving education for all by the 2015. The six goals are to expand early childhood care and education, provide free and compulsory primary education for all, promote learning and life skills for young people and adults, increase adult literacy by 50% achieve gender parity by 2015, gender equality by 2015 and improve the quality education.

2.5 Study gaps

There is no commonly agreed definition of education attainment but according to inequality in education attainment in Uganda (by M Hamis 2012) defined it as the highest level of schooling each student attends and completes successfully. However due to government and non-government organizations (NGOs) efforts to improve education attainment, reduce on illiteracy levels, improve on child or pupil's performance at school and provision of adult education to the adults and provision of free universal education both at primary and secondary levels, there is still rampant school dropout due to early marriages, parents and children's ignorance on the value of education and poor government policies.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methodology consisted of the research design, sources of data, how data was to be collected, sampling techniques and methods, data processing and analysis.

3.1 Research Design

The researcher used both quantitative and qualitative research and required to measure respondents responses and also helped the researcher in the use of statistical analysis

Qualitative research helped the researcher in exploring the social relations and describing realities as by the respondents. For example the researcher used questionnaires where by the respondents were free to tick options that were most appropriate to them.

3.2 Area of Study

The study covered Bukedea Sub County which was mainly characterized by a young population. The main economic activity was subsistence farming. The level of education was still very low with 70% not educated thus retarding the efforts of education attainment in the area. Majority of the youth were unemployed leading into high levels of dependence burden. Therefore given the above characteristics, the area of study was suited for my research on house hold income and its effects on educational attainment.

3.3 Population of the Study

The target population was 92. However the researcher managed to samples only 74 respondents due to other factors that were beyond his capacity especially time and financial resources. The sampled population managed to provide relevant information that was to be used for data analysis. Primary teachers and head teachers were targeted because they are the change agents for quality teaching and learning. They are the custodians for knowledge for pupils on behalf of their parents

3.4 Sampling procedures and Size

The researcher prepared questionnaires and sampled 74 respondents (4 pupils and 70 literate parents) and interviewed 4 head teachers and 10 teachers about how household income affected education attainment of their pupils. The researcher preferred to use purposive sampling to select the classes to be sampled and mainly primary seven was selected because it's the final stage of primary education examined nationally.

This table will be scientifically designed such that the bigger the population size, the bigger the corresponding sample size.

The selection of the sample size for the study was done using a sample size determination table developed by Morgan and Krejcie (1970). This table was scientifically designed such that the bigger the population size, the bigger the corresponding sample size as shown in table below.

Table 1: 3.1 Sample Size Determination Table

Category	Population	Sample size	Techniques
Pupils	48	40	Purposive sampling
Literate parents	25	20	Purposive sampling
Headteachers	6	6	Purposive sampling
Teachers	13	13	Purposive sampling
Total	92	74	

Morgan and Krejcie (1970)

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{92}{1 + 92(0.05)^2} = 74$$

Where ;

n = sample size

N = Target population

e = Level of significance (fixed at 0.05)

3.5 Data collection Methods

3.5.1 Interview Method

This was the first tool that the researcher used to collect data in the field. The Researcher conducted oral interviews with parents, head teachers and teachers with a view of finding out whether there were some constant differences in the background and behaviour between high and low scores of pupils in their schools in the struggle to achieve education attainment. The researcher interviewed, two head teachers, teachers and four teachers and continued to discuss with them on issues relating to house hold income and how its effects education attainment while the researcher was recording down the main points about the area of concern. This enabled the researcher to come out of the field with accurate information on house hold income and its effects on education attainment. Where the interviewees' responses were un clear, the researcher could seek for clarification on phone to enable him re organize his data and come up with a recommendable report. The recorded answers were edited according to the responses of the respondents and voices on the recorder were transcribed.

3.5.2 Questionnaire Method

This was another tool that the researcher used to collect data while in the field. Questionnaires were prepared and issued to literate parents and pupils in Bukedea Sub County on house hold income and its effects on educational attainment. The questionnaires were administered to pupils by their teachers in the various schools that were sampled by the researcher in Bukedea Sub County. And the researcher himself administered the questionnaires to the literate parents in various communities of Bukedea Sub County. The questionnaires were constructed in such a way that all the answers and options were provided on them by the researcher showing parents' education levels, occupation and income. The questionnaires also sought for more information about pupil's dropout, performance, enrollment and attendance patterns. The respondents freely filled the questionnaires provided to them and were freely indicated their own answers if they differed from the options provided against each questionnaire by the researcher.

3.6 Data Analysis

In the study, data was collected and the research findings were analyzed by the researcher using tables. Percentages, pie charts, and finally data was analyzed descriptive.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with the data presentation, analysis and interpretation of major findings from the research instruments that were used for collecting the data with specific emphasis on household income and its effects on educational attainment.

In order to conceptualize the chapters first are the characteristics of the respondents are presented below.

Table 2: 4.1 Characteristic of the respondents

Issued Questionnaires	92
Answered Questionnaires	54
Unanswered Questionnaires	38
Teachers interviewed	4
Head teacher interviewed	2

Source: Primary Data

The researcher issued 92 questionnaires and distributed them to different pupils in different schools in Bukedea sub county Bukedea district. These questionnaires were formulated in such a way that the researcher could easily find out how household influences pupils education performance, parents occupation and pupils performance, and how level of parents' education determines pupils performance at all levels. Out of 92 questionnaires issued only 54 were answered and 38 were not answered due to unknown reasons.

4.1 Distribution of Background Variables

(a) Age of respondents

Table 3: 4.2 Showing Age category of the respondents

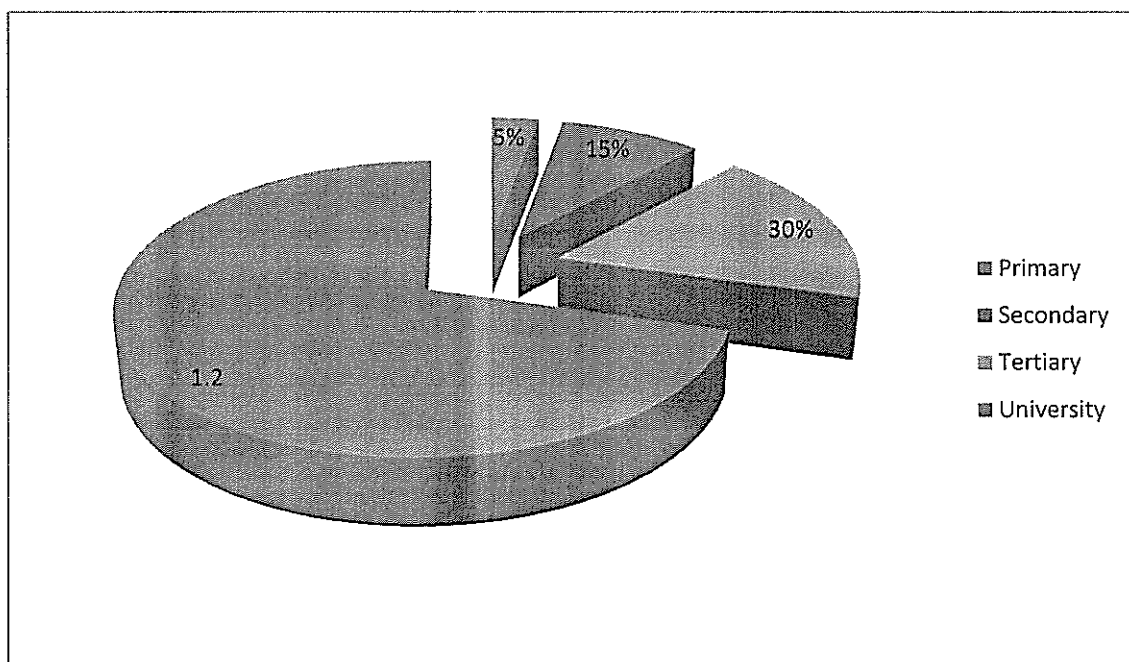
Age of respondents	Percentage
10-18	30%
20-30	50%
40+	20%
Total	100%

Source: Primary Data

The above table shows that the majority of respondents were between the ages of 20-30 with 50%, and then followed by those between the age 10-18 with 30% and lastly 20% represented respondents with 40 years and above. However 40+ years were the minority among the respondents the researcher sampled.

(b) Level of Education

Figure 1: A pie Chart showing the education level of respondents



From the pie chart above, pupils whose parents had university level of education passed in better grades with 50%. This implying that the higher the level of parents' education the better the performance of the children and the lower the level of parents education the poorer the performance of their children as showed in the above pie chart. They were followed by pupils whose parents had tertiary level of education with 30% passing in relatively better grades, pupils whose parents had completed secondary level of education had 15% and lastly pupils whose parents had primary level of education were represented by 5%. Therefore, parents' level of education determines the performance of their children positively.

(c) Gender

Table 4: 4.3 Showing gender of the respondents

Gender	Percentage
Male	60%
Female	40%
Total	100%

Source: Primary Data

The above data shows that they were more males than females in the researcher's areas that were sampled with Males represented by 60% out of the total respondents. Then they were followed by females who were represented by 40% which was much smaller compared to that of the males in the sampled areas. Therefore this meant that men are very participative than females due to gender roles which tend to tie females at home as compared to men.

4.2 Findings on how level of parents' income influences pupils' performance

This objective was aimed at finding out whether parents' income level really influences the performance of their pupils positively or negatively and the results were as presented below.

Table 5: 4.4 Showing parent’s income and pupils performance in Bukedea Sub County

PARENTS INCOME	DIV 1	DIV II	DIV III	DIV IV	Percentage
0-100,000	-	-	27	38	41.3%
101,000- 200,000	-	15	21	27	29.3%
202,000-500,000	16	12	3		16.5%
500,000+	12	6	1	0	13.03%
Total	28	33	52	65	100%

Source: Secondary Data

Results from the above table shows that pupils from households with the income between 0-100,000 were dominant in poor grades with 41.3% in division three and four; they were followed by pupils whose parents earned between 101, 000- 202,000 with 29.3%. Pupils whose parents earned between 202,000-500,000 scored highly with the majority passing in division 1 and division two with 16.5%. Only 3 who performed poorly were in division three. Lastly pupils whose parents earned 500,000 and above performed excellently well with 12 in division one and only six in division two and there was not in division3, and 4.

4.3 Findings on how parents’ occupation influences pupils’ performance and enrolment.

This objective was aimed at finding out how parents’ occupation to a greater extent influences pupils’ performance and their education attainment. Therefore, the researcher found out that pupil’s performance moves hand in hand with parents occupation. The researcher obtained the following results as presented below.

Table 6: 4.5 Showing parent’s occupation and pupils’ performance and enrolment.

Type of occupation	Pupils performance
Formal sector	70%
Informal sector	20%
Others	10%
Total	100%

Source: Primary Data

From the table above, pupils whose parents were employed in the formal sector extremely performed well with 70% compared to their counter parts. The majority of them attributed it to their parents' ability to provide them with necessary education materials like text books, coaching during holidays, motivation, encouraging them to work harder for higher grades and also providing other costs associated with education.

Parents who worked in the informal sector had pupils who performed poorly with 20%. Majority were lower grades like grade three and four which are characterized of pupils who drop out of school. Through interviewing, one respondent told me that pupils whose parents do work in the informal perform poorly because of need for child labour especially during the busy periods of planting and harvesting crops, inability to provide educational materials to their children for example uniforms, exercise books, pens and pencils which discourage their pupils from concentrating in class to score higher grades.

4.4 Findings on parents' education level and pupils' performance and enrolment.

Education of parents is important to the attainment of pupils' education because parents provide the real start for pupils learning. Income creates differences in access to scarce education, material and other related education costs. So parents' education was considered as another variable for determining the relationship between house hold income and its effects on educational attainment. Lastly parents' occupation is also associated with the level of pupils' performance

This was another objective that the researcher analyzed. Its main aim was to find out whether the level of parents education determines the performance of his or her child. This was found out through the questionnaires that were distributed to pupils in the sampled primary schools and literate parents in different communities in Bukedea Sub County. The findings are as presented below.

Table 7: 4.6 Showing parents' education level and pupils' performance and enrolment

Parent level of education	Pupils performance
Graduate	50%
Bachelor	30%
Diploma	15%
Others	5%
Total	100%

Source: Primary Data

The above results shows that pupils whose parents were graduates performed better with 50% as indicated in the table above. Those, whose parents were bachelor holders performed moderately with 30%, followed by pupils whose parents were diploma holders with 15% and finally others were the worst performers with the lowest scores amounting to 5%.

Therefore basing on the above analysis, the researcher realized that the higher the level of parents education the better the performance of the children and the lower the level of parents education level the lower the scores of their children as shown above where graduate parents had 50% and others had only 5%.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the main purposes of the discussions, findings and scrutinizes the real evidence about the house hold income and its effects on educational performance. This will help in designing Strategies that should be put in place to secure and possibly improve on education attainment of most pupils. The main purpose of discussion was to find out performance and quality of education.

1. To find out how house hold income determines pupils' performance
2. To find out the relation between parents occupation and pupils performance
3. To establish the how parents' education level determines the educational level of their pupils performance

The discussions about house hold income and its effects on educational attainment as reviewed in chapter two and in chapter four during literature review and data presentation, the study indicated that low house hold income was associated with the perception of lower pupils grades, performance and educational attainment as compared to Pierre bordieus theory of cultural capital that education leads to social reproduction and a stratified society by honoring the cultural capital of the educated class.

5.1 Discussions on parents level of income and pupils performance

The main objective of this discussion was to understand and identify the available evidence about the determinants of pupils' education attainment so that appropriate measures could be designed to improve the quality of education.

Parent's income level affects pupils' performance more than education level and occupation of parents where parents' income is not sufficient to sustain the academic and personal social life of pupils; the child's psychology balance in the class room is affected leading to low concentrations

Families with high income and occupation prestige often have more success in preparing their children for school because they typically have access to a wider range of resources to promote

and support young children development. They are able to provide their children with quality child care, books and toys to encourage children in various learning activities at home. Also they have access to information regarding to their children health as well as social, emotional and often seek out information to help them better prepare their children for school. Unfortunately a very big percentage of parents in Bukedea Sub County have are low income earners which cognitive to development, in addition families with high incomes in turn has affected the performance of children in the Bukedea Sub County.

Costs of education generally increase with the number of school years attended for example parents with lower level of income experienced worse income shocks making the education achievement of their children almost inevitable. This was evidenced through the questionnaires that were distributed to the parents in various communities in Bukedea Sub County. As such, some parents failed to acquire enough educational materials needed for their children to improve the performance of their children. For example exercise books, pens, pencils and school uniforms which are very important if a child is to perform better and finally achieve his or her education attainment.

Only parents with more income were willing to invest their income in their children education by means of providing educational equipments which will better enable their children to perform better. This was because they could afford to pay school fees for their children, buying exercise books, text books and school uniform which were clear indicators of good education performance. This was because they were some of the variables of cultural capital that pierre Bourdieu thought gave to children who possessed them as an advantage over those who do not. One should also note that their parents with more income but unwilling to invest them in the education of their children thus such children will perform poorly.

5.2 Discussions on parents' occupation and pupils' education performance

Parents whose occupational prestige was low especially in communities like Tamula parish, Acede parish and Okunguro had more children who performed poorly with almost 41.3%. Likewise parents whose occupational level was high had children performed moderately and higher.

Parents' occupation was classified into 3 categories that's to say those who worked in the formal sector, informal sector and others. Such parents' occupation suited the trend of occupation in Uganda though other world classifies occupation as skilled, semi skilled and unskilled. The researcher found out that other occupation required no skills to perform them. However formal sector had parents' skills and knowledge which differentiated them from the rest. Those who worked in the informal sector had mostly semi skills which did not require high level of education. Parents who were represented by others were mainly those who did not go to school.

Some Parents are typically less motivated to send their children to school during periods of disorder because of unstable occupation. To approximate the extent to which individuals are affected by the periods of instability, Michael beaver and Saucier Chysilova (2009) calculated the number of years the respondents in primary schooling age (7-14) that over lapped the period of 1971-1979, they expected that the higher the exposure to Amin's ERA, the lower the educational level. Similar patterns were found out by other studies as used in Burundi, Doctor Congo, Sudan, Tanzania, Mozambique and turkey where there were greater negative change in social enrolment of boys than girls.

The study found out a strong positive relationship between parents occupation and pupils performance. This implies that the lower the parents occupation prestige, the poorer the level of pupils performance. Therefore a positive correlation coefficient between parents' occupation and pupils' performance was found out.

5.3 Discussions on parents level of education and pupils' performance

The goal of education was another factor to consider when determining pupils education attainment. The experience of Universal Primary Education (UPE) head teachers in most schools in the Sub County seems to be in a sense of dissatisfaction with the bureaucratic nature of the formal education system in Uganda. The schools remain passive expecting initiatives to come from above rather than being self driven. Parents are more robust in performance in primary leaving examination because they have attendance to operate outside the formal school system.

Exposures to education opportunities determine the different consequences of pupils of more and less advantaged groups (social and economic consequences). However there is always a possibility of pupils to move from lower level to upper class through successes in education.

Most parents especially those with low educational level sometimes refuse to make any contribution towards their children's education believing that government will provide all the necessities to their children which are not the case sometimes due to limited funds released by government to finance the Universal Primary Education (UPE).

Majority of pupils enrolled in primary schools that the researcher sampled fell under the category of low education level and low income which is critically explained in chapter four. This further explains the poor performance of their children in the schools they are. These was due to the fact that the majority of the parents had only completed primary education level and were not competent enough to help their children with academic work. The researcher further found out that the majority of such parents were victims of school dropped out.

Sometimes the disadvantage of pupils whose parents have low education level is the challenge of motivation from their parents to be more attentive in class so that they perform better in order not to face the same problems that their parents might have faced during their school times. In addition elder brothers or sisters or other relatives should encourage pupils from low education background to work hard since polygamy and high number of children are some of the characteristics of lower class families in Africa.

The sex of pupils has an influence on their education in most primary schools in Bukedea Sub County. Boys tend to perform better than girls in primary leaving examinations (UNEB) .This can be attributed to the fact that in the evening girls join their mothers to prepare food for the family while boys just go to play and wait for food. Furthermore the existing social relations of gender that structure women as providers of reproductive labour also affect girls' education. Hence girls should be given equal opportunities to education like to enhance their academic performance and education attainment.

One can also note that children whose parents have high education skills perform poorer than those from worst education backgrounds. So it's possible that educated parents do not have enough time with their children to encourage them to do better.

Some teachers walk long distances to their respective schools and may sometimes fail to make a return journey back the next day in time. Never the less their other problems like overcrowding in class and limited furniture for the pupils up date still persist.

However, some pupils whose parents' education level was low still performed better than pupils whose parents were highly educated. It would mean that pupils whose parents did not read with them can find other people to read with or encourage them. So pupils whose parents are less educated could be friends. So pupils whose parents are better educated to learn from those parents cultural capital is not only capital accruing to individuals it's primarily a relational concept and exist in conjunction with other forms of capital a long side cultural capital. Constitute advantage and disadvantage in society. These include economic, symbolic and social capital. social capital is generated through social processes between the family and society made up of social network, economic capital is wealthy either inherited or generated from intervention between the individuals and the economy while symbolic capital is manifested in individual prestige and personal qualities. Bourdieu further said that one form of capital can be transformed to another for example economic capital can be converted into cultural capital while cultural capital can be readily translated into social capital.

5.4 Conclusions

Parents' income level affects pupils' performance more than educational level and parents' occupation. Where parents' income level was not sufficient enough to sustain the academic and personal social life of the pupils, the children's psychological balance in class room will be affected leading to low concentration.

House hold income is based on family income, parents' education level, parents' occupation and the social economic status of the community.

Less educated parents had some inadequate skills for some activities like reading with their children, and having inadequate resources and limited access to available resources could negatively affect house hold decisions regarding to their children school development and learning.

As a result of the occupational prestige many households have achieved success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high quality child care, books and toys to encourage their children in various learning activities at home. Also they have easy access to information regarding their children

health as well as social, emotional and cognitive development. In addition, households with high level of income often seek out information to help and better prepare their young children for school.

The assumption that the higher the educational level of parents education the better the performance of pupils is incorrect because pupils whose parents did not go to school were represented in all the grades just like those pupils whose parents were having higher education level.

5.5 Recommendations

1. Pupils from low income background should try to persevere with financial hardships their parents experience and remain at school because schooling has a reducing effect on their poor grades, performance and income.
2. Parents should improve on their education levels through adult education programme like Functional Adult Literacy (FAL) to equip them with the relevant knowledge and skills that will enable them to motivate their children to work hard and achieve their education attainment.
3. Teachers should try to help pupils who attain low grads to develop their academic career in fields which are more relevant.

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APPENDIX I

Dear Literate Parents,

I am a student of Kampala International University carrying out research on house hold income and its effects on educational attainment for academic purposes. I therefore request you to provide accurate information that will enable the researcher to obtain Quality data for analysis.

All information gathered shall be treated with utmost confidentiality and shall be used for academic purpose only.

SECTION A

INSTRUCTIONS: Please Tick the appropriate to you (Tick only one box)

(1) Background information of parents

(A) Age

(i) 24-28

(ii) 28-32

(iii) 32-38

(iv) 40 and above

(B) Educational level

Primary

Secondary

College

University

(C) Level of income

(i) Rich

(ii) Middle

(iii) Poor

(D) Marital status

Married

Divorced

Single

Widow

(D) Religion

(i) Christian

(ii) Muslim

(iii) Seventh day Adventist

(iv) Baha'i

SECTION B

HOUSE HOLD INCOME AND EDUCATIONAL ATTAINMENT

(2) House hold income and pupils education performance

(a) What do you think is the main cause of low incomes and saving in your community?

(i) Poor markets (ii) Large families (iii) Land fragmentation

(iv) Poor agricultural practices

(b) Does your level of income influence the performance of your children in class?

(i) Yes (ii) No

(c) Are you able to provide your children with relevant educational material so as to improve on their performance?

(i) Yes (ii) No

(III) If No give a reason.....

(d) Are you able to pay for your children coaching fees during holidays to improve their class work scores?

(iii) Yes (ii) No

(e) Are your children performing well despite your low levels of income?

(i) Yes (ii) No

(III) If No give a reason.....

(3) Parent's occupation and pupil's performance

(a) How does your occupation determine the performance of your children?

(i) Positively (ii) negatively (iii) Non

(b) Is your occupation the leading cause of your children's poor performance?

(i) Yes (ii) No

(C) What is your occupation?

(i) Civil servant (ii) Business (iii) peasant (iv) Any other

(specify).....

(d) Do you have a child willing to take up an occupation like yours in future?

(i) Yes (ii) No

(iii) If No support your answer.....

(e) Does your occupation motivate school going children in your community to work harder for higher grades and perform better in class?

(i) Yes (ii) No

(4) Parents income and level of pupils education

(a) The low education level among most comes in Bukedea is attributed to?

(i) Culture of women not attending (ii) Low house hold

(iii) High school dropout rates (iv) Need for child labour

(b) How many children do you have in high institutions of learning?

(i) One (ii) Two (iii) more (iv) None

(c) Do you have any child who has dropped out of school?

(i) Yes (ii) No (iii) If yes give reasons for your

answer.....

.....

(d) What do you think could be the reason for low enrolment of students to secondary level in Bukedea Sub County?

(i) Poor grades in primary (ii) low house hold incomes

(iii) Desire for marriage (IV) Few secondary schools

(e) What level of education would you wish your child to attain?

(i) Primary (ii) secondary (iii) Tertiary (iii) University

(e) What reason do you give for your children's failure to reach the desired education level?

(i) Late payment of fees (ii) Low interest in education

(iii) High costs associated with education (IV) miss behaviour

Thank you for your good co-operation

APPENDIX II

Dear pupils,

I am a student of Kampala International University carrying out research on house hold income and its effects on educational attainment for academic purposes. I therefore request you to provide accurate information that will enable the researcher obtain quality data for analysis.

I swear all the information gathered shall remain confidential and for academic purposes only.

SECTION A

PUPIL'S CHARACTERISTICS

INSTRUCTIONS: Please tick the most appropriate to you (Tick only one box)

1. Sex

(i) Male (ii) Female

2. Age

(i) Under 8-10 (ii) 10-14

(iii) 14-16 (IV) 16-18

3. Education level

(i) Primary (ii) secondary (iii) more

4 Which position do you hold in your family?

(i) First born (ii) second born (iii) last born

5. Do you have all your parents?

(i) Yes (ii) No

HOUSE HOLD INCOME AND EDUCATIONAL ATTAINMENT

(2) House hold income and education performance

(a) Has your parent's income influenced your performance and educational attainment?

(i) Yes (ii) No

(b) What does your family head do?

(i) Civil servant (ii) Business (iii) Peasant

(iv) None

(c) Do you have access to private education material especially those provided by your parents?

(i) Yes (ii) No

(iii) If No give a reason to support your answer.....

d) Is your father or mother capable of paying coaching fee for you during holiday times?

(i) Yes (ii) No

(e) What do you think is the main cause of poor performance among pupils in your school?

(i) Low family income (ii) shortage of teachers

(iii) Quality of your school (IV) location of your school

(3) Parent's occupation and pupil's academic performance

(a) What kind of encouragement do you get from your parents to study hard and become an important person in future?

(i) Good (ii) bad (ii) fair

(b) Has your father's occupation influenced your performance level?

(i) Yes (ii) No

(c) If you dropped out of school today what kind of job would you do?

- (i) Business (ii) farming (iii) nothing

(e) What kind of occupation would you wish to take up in future?

- (i) Doctor (ii) business person (iii) teacher

- (iv) Lawyer (v) if any other specify.....

(3) Parents income and level of education

(a) Which level of education would you wish to attain in your education career?

- (i) Primary (ii) secondary (iii) tertiary institution

(b) What do you think would be the reason that will hinder you from attaining the above education career?

- (i) Shortage of school fees (ii) low interest in education

- (iii) Inaccessibility of schools (ii) Low scores

(c) Have you ever repeated any a class?

- (i) Yes (ii) No

(iii) If yes give a reason.....

(d) When would you miss school?

- (i) When sick (ii) when there is no school fee

- iii) When forced by your parents (iv) Non

(e) Assuming you got someone to sponsor your education, would you be motivated to perform better at all levels to attain your education?

- (i) Yes (ii) No

**MORE QUESTIONNAIRES
FOR PUPILS**

INSTRUCTIONS: Please tick the most appropriate to you (Tick only one box)

(1) How house hold income influences education performance.

(a) Assuming you are taken to a boarding school now do you think you will perform better than before?

(i) Yes (ii) No

(b) If your family head dies now will you continue studying?

(i) Yes (ii) No

(c) If you are given too much pocket money by your parent how will you perform in class?

(i) Better (ii) fairly (iii) poorly

(d) Assuming you got money to day how will spend it

(i) Drinking (ii) educating yourself (iii) investing it

(iv) Educating brothers and sisters

(e) Who is paying your school fees?

(i) Mother (ii) Father (iii) Guardian

(iv) If guardian why.....

(e) How many first grades did your school get last year?

(i) Less than (ii) Less than 20 (iii) 30 and above (iv) Non

(f) If more than 30, what reason do you attribute to such a good performance?

(i) Parents commitment (ii) Good teachers (iii) Extra lessons

(iv) school fees is high

(2) Type of occupation and pupil's education performance

a) What is your dream occupation?

i) Engineer (ii) Accountant (iii) A teacher

(iv) Any other specify.....

(b) Do you know what it takes to attain such an occupation?

(i) Yes (ii) No

(c) Do children of working class people in your school perform better?

(i) Yes (ii) No

(d) Are there some children who have dropped out of school in your school especially those from households working as public employees?

(i) Yes (ii) No

(e) What is the gap in education performance between boys and girls in your school?

(i) Balanced (ii) Unbalanced

(f) Does your father's occupation allow him some time to discuss with you on your academic performance?

(i) Yes (ii) No

Thank you for your good co-operation

MORE QUESTIONNAIRES

FOR PARENTS

INSTRUCTIONS: Please tick the most appropriate to you (Tick only one box)

(1) How parent's income influences pupil's performance?

(a) Are you able to support your children with educational materials (text books, uniforms, pens, pencils and many others?)

(i) Yes (ii) No

(b) Is it your high income that has made your children to perform poorly at school?

(i) Yes (ii) No

(ii) If yes how.....

(c) Do children from low house hold income proceed to secondary level in your community?

(i) Yes (ii) No

(d) Do your children promise to perform better once given much money while at

School ?

(i) Yes (ii) No

(e) Is investment in pupil's education related to house hold income?

(i) Yes (ii) No

(f) Do you real think that your level of income is crucial in influencing the performance of your children?

(i) Yes (ii) No

(2) Type of parent occupation and its effects on performance

(a) How does the type of your occupation affect the performance of your children in class?

(i) Positively (ii) Negatively (iii) Non

(b) Do you agree that parent's occupation influences pupil's performance?

(i) Yes (ii) No

(c) What type of occupation do you wish your child to attain in future?

(i) Social worker (ii) Economist (iii) computer scientist

(iv) Any other specify.....

(d) Would you child to repeat a class in an attempt to pursue an occupation like yours?

(i) Yes (ii) No

(e) Do you agree that children from peasantry background perform better than their counter parts?

(i) Yes (ii) No

(f) Assuming your child drops out of school today, what type of occupation would you recommend him or her to take up?

(i) Business (ii) motor mechanics (iii) Farming

(iv) Any other occupation specify.....

Thank you for your good co-operation.