

**THE INFLUENCE OF POVERTY ON THE ACADEMIC PERFORMANCE OF
PUPILS IN SELECTED SCHOOLS OF BUKOMANSIMBI
COUNTY MASAKA DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
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DECLARATION

i Nasirumbi Irene, declare that this is my own work and it has never been submitted to any institution of higher learning or university for award of diploma in primary education.

Sign: 

NASIRUMBI IRENE

DEDICATION

To my beloved parents: MALOBA CHARLES and AUMA DEBORAH for their contribution towards my period of study. To my brother BWIRE WYCLIFE also to my lecturers more especially Mrs. TALIGOLA who advised me on several occasions on how to improve on my research work. Finally to my secretary who has carefully done the computer type setting of the entire research work.

APPROVAL

This research report in the area of study the influence of poverty on the academic performance of pupils in selected schools of Bukomansimbi county masaka district was carried out under my supervision.

Its now approved and therefore ready for submission to the academic board of Kampala international university.

Sign. .....

Supervisor Nabuseeta D Taligoola.

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ABSTRACT

It has been noted with great concern that poverty has influenced the poor academic performance of pupils in Bukomansimbi county Masaka District. Researcher has tried to carry out studies aimed at redirecting the scenario but it has been very hard to change the situation.

With this respect, it has called for more researchers to come out and try to get better solutions. That there is need for all stake holders to support materially and morally to improve up the situation.

Due to the fact that most researchers has pulled out of the race due to the continuous poor academic performance yearly. This research has used both quantitative and qualitative techniques, so that to come up with real reasons that has led to poor academic performance of learners.

DEFINITION OF THE TERMS

Poverty:

Is a situation where by an individual or Community is un able to acquire essential items, goods, and services that he/she needs because of lack of money to pay for it or absence of means to get some thing.

ACADEMICS

This means relating work done in schools.

PERFORMANCE

Is ability to do something well.

ACADEMIC PERFORMANCE

Refers to pupils/learners ability to do well in their studies this ability is measured by means of testing, examining, giving, them exercise and assessments done to determine their performance.

CHAPTER ONE

1.0 INTRODUCTION

A lot has been written about the influence of poverty on the academic performance of pupils in Uganda and Bukomansimbi county inclusive because many different philosophies about it

Bukomansimbi being a rural area, the researcher found out that many people who reside in this area are peasants practicing agriculture on subsistence basis. People benefit from their agricultural outputs seasonally but due to increased house hold demands, the trend of production of crops is changing from subsistence to market satisfaction enabling the family members earn income nevertheless the earning from these products is too minimal to satisfy family needs since the products are sold at a low price.

In the academic field, the area is still backward since schools in this area are of a low quality (standard) and a few which are of high standard are costly and can not be afforded by most parents since they are poor.

As regards government activeness in the field of eradicating poverty is minimal possibly due to lack of fair presentation in the central government. In addition to that, it is why the costs are high in some schools compared to people's income due to lack of central government assistance.

The researcher also realized that the factors are noted to be recurrent year after year. She has been forced not to be quiet but be stimulated into an academic act of making a full study of these factors and find necessary solutions of improving upon the academic field in the area.

Among the influences of poverty on pupils academic performance are:-

- The socio- Economic status of people (occupation of parents)
- The income of parents on academic performance
- The quality of teachers on academic performance
- The school resources on academic performance

The above points have been explained in the literature review.

1.1 PURPOSE OF THE STUDY

The aim of carrying out the study was to:

- Investigate the influence of poverty on the academic performance of pupils from selected school of Bukomansimbi county Masaka district.

1.2 STATEMENT OF THE PROBLEM

It has been emphasized that certain anticipation factors which the investigator thinks are the cause of the problem and needed testing were: The social-economic status of the people in conjunction with the income and occupation of parents

The absence of the central government to worry about the situation of people [poverty] in the areas under study.

The absence of Educational organization, inspectorate body in assessing teacher's achievements, success and failures of curriculum

1.3 SPECIFIC OBJECTIVES

The study shall be guided by the following objectives:-

- To find out whether the occupation of parents influence the academic performance of learners.
- To establish whether the income of parents influence the academic performance of learners.
- To find out whether the quality of teachers influence the academic performance of learners.

- Learners shall be stimulated to have interest in academics hence good performance.
- The future would be a veiled with the data to research on the same and have the means of improving on the prosperity for the pupils.

1.5 SCOPE OF THE STUDY

The study was carried out in five selected schools of Bukomansimbi county Masaka district, and the selected schools are:

- Meeru primary school
- Kyakamunya Muslim primary school
- Kids Gear primary school
- St. Kizito primary school.

The study focused to investigate the influence of poverty on the academic performance of pupils.

The study was conducted from May 2008 to September 2008.

1.6 LIMITATIONS

The study was carried out under various constraints which at some instances frustrated the researcher's effort though alternatives were used.

Time: Due to time limit, the researcher was unable to fulfill some requirements in time.

Resources: The resources were few for the researcher to carry out the study successfully.

Attitudes of people: Some people deliberately refused to reveal information as pertaining their careers; this was a problem as the researcher could not get certain pieces of information

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

This chapter receives the literature as an account of knowledge and ideas that have been established by scholars and experts in the field of study it is guided by the objectives of the study outlined in chapter one.

The literature has examined the influence of poverty on the performance of the pupils in conjunction to the social economic status of the parents, school facilities and the quality of teachers.

These variables have been shown to exert strong effects on student's performance.

This chapter is guided by the following

2.1 Occupation of parents

Paul Eggen (1989) stipulates that the socio- Economic status of people with combination of parent's income, occupation and levels of education constantly predicts intelligence and achievement tests; scores grades, truancy and drop out and suspension rates. Ballantine says that school drop out rates for students from poor families, exceed 50%. Catterall and Cota- Robles identifies socio-economic status as an important source of learner individuality.

Never before schools attempted to teach, many students who are physically and mentally ill- prepared to learn. For the combination of economic and social forces which threatens the ability of many students to benefit from their educational opportunities.

He goes further and says that the socio- economic status influences learning through basic needs. Some families lack adequate medical care and on increasing number of children to school out proper nourishment. Expert's

estimates those families now account for one third of the homeless, that more than 500,000 children were homeless in 1989 and 43% of school age homeless did not attend school at all. Prince and Holloway 1992 also says that 44% of African- American children and 36% of the Latino children live in poverty between one fourth and one third of today's children have no adult at home when they return home from school.

Paul also explains further that poverty influences the quality of home life. Unstable work conditions increase economic problems that lead to parental frustration, anger and depression these pressures can lead to family problems and marital conflicts that result in less stable and nurturing homes.

Bruce Joyce (1966) says that money is the greatest predator of success in school. A massive and very well- known study of educational achievements Coleman found that parents' education and occupation so influenced academic

achievement is weaker but when measured in terms that include family atmosphere variables such as parents' attitudes towards education, their aspirations for their children then the correlation is strong.

Anita further explains that the factors to maintain the cycle of poverty are poor health care for the mother and child, limited resources, family stress, interruption in schooling, discrimination and other factors that lead to school failures, low paying jobs and another generation born in poverty.

In addition to that, she explains that culture helps to determine the attitudes, values, customs and behavior patterns a child brings to school. The match between a child's culture and the school has a powerful influence on school success. Culturally responsive teaching creates links between the learners' culture and classroom instruction.

J. C Ssekamwa (1987) says that schools were for the sons of chiefs, people who had ability to study and sponsors' this is a clear indication that people of low status commoners did not get a chance in education in earlier stages of education in Uganda. The area under study was not exceptional thus it was also affected resulting into poor academic performance.

Fontana 1983 describes that some unable teachers to control their classes impose heavy punishments on their children this is a highly practiced system especially to teachers. It has also been and still a great problem in the area under study where children are forced to abandon studies in lower primaries.

2.3 Quality of teachers

Gilbert (1985) stipulates that the first essential of good teaching is that the teacher must know the subject and be human this keeps learners alive and attentive. So poor teachers (untrained) do not know what, when and how to teach some of the teachers Bukomansimbi are drop out students leading to poor academic performance of pupils.

American Encyclopedia volume 12 (1930) put it that the closing and limiting of school during the economic depression resulted in a new and a large number of illiterates. Generally in Uganda, a big population is unable to produce documents of any nature to meet their needs especially in Bukomansimbi this is caused mainly by poverty consequently causing poor performance in the country.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The researcher used research design, areas of study, target population, sample size, selection, instruments, data collection procedures, data analysis procedures to collect the information.

3.1 Research design

The study was both a survey and descriptive in nature to investigate the influence of poverty on the academic performance of pupils of selected schools in Bukomansimbi county Masaka District

3.2 Area of the study

The study was carried out in Bukomansimbi county Masaka district.

The following schools were used

- Meeru primary school
- Kyakamunya Muslim primary school
- Kids Gear primary school
- Nabigobe primary school
- St. Kizito primary school

The area lies between 31°30' East long from Masaka town and found in the North West of the town

3.3 Target population

The study targeted five schools both high and low standard schools.

3.4 Sample size

The actual number of respondents used in the study were 100 students of which 20 were picked from each school and were both boys and girls where by 10 boys and 10 girls were used.

3.5 Sample size selection

The method used to select the sample size was random sample whereby from the five sample schools, a selection of 20 students was made to represent each school and of which they were 10 boys and 10 girls.

3.6 Instruments

The following instruments were used when collecting data:-

Questionnaire

- Interview guide
- Through the researcher's observation.

Questionnaires: These were sent to the respondents to fill in under the guidance of the researcher.

Interview guide: This was done through interviewing pupils from the selected schools which 20 pupils were used to represent each school.

Observation: This was the researcher's personal observation.

3.7 Data collection procedures:

The researcher got an introductory letter from the institute of continuing and distance studies which she took to the administrators of the sample schools when permission was granted, questionnaires were distributed to the respondents to fill in under the guidance of the researcher.

3.8 Data analysis procedure:

The information gathered was fed into a computer tabulated and coded to make possible for easy analysis.

The findings were interpreted and recommendations were made.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND FINDINGS.

4.0 Introduction

This chapter presents the analysis, interpretations and recommends the introduction of the study, purpose, objectives and background characteristics of the study.

The study was set up to investigate the influence of poverty on the academic performance of learners of selected schools in Bukomansimbi county Masaka district.

The following factors were noticed to influence poverty on the academic performance of pupils.

4.1 Income of parents on academic performance.

Table number 1 shows the income of learner's parents from the selected schools of Bukomansimbi county

Schools	High level of income	Average	Low	Very low
Kids Gear p/s	10	20	45	25
St. Kizito p/s	7	35	40	18
Meeru p/s	4	30	50	16
Kyakamunya	3	35	53	9

do not handle children according to their level of understanding, lack good teaching methods hence poor academic performance

4.3 Occupation of parents and academic performance

Table number 3 shows the occupation of parents of children in Bukomansimbi.

Occupation of parents	Frequency	Percentage
Peasants(Agriculture)	49	54
Business	8	9
Poultry	9	10
Livestock keeping	9	10
Brewing millet beer	15	17
Total	90	100

The study was carried out to establish the occupation of parents and academic performance of learners. Most people in Bukomansimbi are peasants who carry out agriculture on subsistence basis and it is seasonal thus there is little surplus to save for education. And those who have engaged themselves in other economic activities like business, poultry and animal keeping is still poor and

CHAPTER FIVE

SUMMARY, OBSERVATION, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction:-

The study looked at the influence of poverty on the academic performance of pupils in selected primary schools in Bukomansimbi county Masaka district. In an attempt to achieve the above, this chapter presents the summary. Observations, conclusions and recommendations of the findings.

The study gives a clear picture that the quality of teachers contributes greatly towards the poor academic performance of pupils.

From the summary above, the researcher arrived at the conclusion that the income of parents has really affected the teaching and poor academic performance of pupils.

The occupation of parents has also influenced the academic performance of pupils.

The occupation of parents has also influenced the academic performance of pupils.

It was concluded that the socio- economic status of people influence very much the academic performance of pupils in schools in Uganda.

5.1 Summary of the major findings.

Occupation of parents

The first sought to investigate the occupation of parents and academic performance.

The findings revealed that 54% are peasants, 9% are businessmen, 10% practice poultry, 10% carryout livestock farming and 17% brew millet beer which cannot enable them to save for education due to increasing house hold demands.

Quality of teachers

The second objective sought to establish if the quality of teachers influence the poor academic performance of pupils. The findings revealed that 28% of the teachers in Bukomansimbi were untrained though 72% were qualified. So the percentage of unqualified teachers contributes much to the poor academic performance of pupils since they cannot use the relevant methods when teaching.

Income of parents

The third objective was to establish whether the income of parents influence the poor academic performance of pupils.

The findings revealed that 15.4% have high income rates, 23.1% have low income rate which cannot sustain the family needs and children's education.

School resources

This objective was to establish whether the school resources influence the poor academic performance of pupils.

APPENDICES

APPENDIX A

PARENTS QUESTIONNAIRE

Answer the following questions orally.

1. Do you provide the necessary learning requirements such as books, pens, pencils, mathematical sets to your children when they are going to school?
2. As a resident of this area what do you have to say about poverty on the academic performance of pupils in the area?
3. How do you manage to get the school requirements for your children at their time of study?
4. What are sources of incomes of most parents in this area? And how do they manage to meet the basic family needs and school requirements for their children?
5. Are there some remedies you can suggest that can help people who are still poor to overcome the poverty line in order to prosper?

APPENDIX B

TEACHERS QUESTIONNAIRE

Please read the following statements carefully. Tick those which you agree with and put across against these you disagree with.

1. Teachers believe that some pupils are naturally dull.

Agree () disagree () not sure ()

2. Some teachers believe that it is a waste of time to concentrate on teaching slow learners in class.

Agree () disagree () not sure ()

3. Some teachers discourage pupils from poor families to excel in education

Agree () Disagree () not sure ()

4. Some pupils perform poorly because they are lazy.

Agree () disagree () not sure ()

5. Some pupils perform poorly because they come from poor families.

Agree () disagree () not sure ()

APPENDIX C

PUPILS QUESTIONNAIRE

Read the following statements and tick the explanation you feel applies to you.

1. If I perform well in exams it is usually because:
 - a. I am naturally good.
 - b. I work very hard.
 - c. I was born lucky.
 - d. The work is very easy.

2. If I perform badly in exams , it is usually because:
 - a. I did not work hard enough.
 - b. I was born unlucky.
 - c. The work is too hard.

3. Do you think you would perform well if your family was?
 1. Rich
 2. poor

4. Do you feel you have the teacher's attention in class?
 - a. More than most other pupils
 - b. less than most other pupils
 - c. The teacher's attention is equally distributed