THE EFFECTS OF POVERTY ON STUDENTS' ACADEMIC PERFORMANCE,

A CASE STUDY OF NSANGI SUB COUNTY IN WAKISO DISTRICT

BY

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1163-07234-07222

RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELORS DEGREE OF ARTS WITH EDUCATION, KAMPALA INTERNATIONAL UNIVERSITY

JUNE-AUGUST- 2019

DECLARATION

I WASSWA KIZITO REG NO. 1163-07234-07222 hereby declare to the best of my knowledge

that this work is purely my own effort and has never been submitted to any university around the

globe for any award.

Sign……………………………………

WASSWA KIZITO

Date. 28th | 08 | 2019

APPROVAL

This work has been under my supervision since the researcher began his research from the proposal to completion of the full research report and I approve that it is ready to be submitted to the college of education, open and distance learning at Kampala International University.

SIGN: ....

MR. OKURUT GODFREY

DATE: 28/08/19

DEDICATION

I dedicate this research to my lovely parents Miss NAMULI MOLLY and Mr.MUKUYE JOHN for their unending care, love and support towards my education. My lovely friends, for their genuine support plus entire family and lastly to my loving friends and all those who have been there for endless support and love.

ACKNOWLEDGEMENT

My sincere gratitude goes to the Almighty God for His endless mercies, wisdom, knowledge and Grace that has helped in my studies. Special thanks go to my mother Miss NAMULI MOLLY and my relatives who have been there for me since childhood, not forgetting my primary school headmaster Mr.Isabirye Henry for mentoring me and making me focused. Plus all my teachers who have moulded me academically, who have always been sources of inspiration, support and encouragement as I pursued my course. My thanks goes to all lecturers, and the entire college of education of Kampala International University for all forms of assistance rendered to me during the course of my studies, my Supervisor for his support and guidance which led to the successful completion of this research report.

I am also indebted to my friends and course mates Nfuko Erisaniya, Ssenyuvu Jackson Obama among other course mates and the Team noretake. I wish to thank all my relatives and well-wishers for their moral support and prayers. And above all, I thank God for his grace and mercy that saw me through the course of my Studies despite of all the huddles.

TABLE OF CONTENT

CHAPTER ONE

INTRODUCTION

1.1 The effect of family poverty on students' academic performance,

In Uganda education is important and highly valued. Through education children learn specific skills, such as literacy and quantitative abilities, that aid in their development into functional adults. Furthermore, adequately acquiring these skills during childhood and adolescence can lead to a successful future as adults. Strong reading and math skills are essential for secondary education and occupational success in contemporary Uganda In regards to poverty as lack of basic needs such as clean water, nutrition, healthcare, shelter, transport and education. In the study we shall grade poverty as family poverty, national poverty, and neighbourhood poverty, According to Meece, Eccles, and Wigfield (1990), due to society's rapid technological advances

Employers are seeking applicants with strong mathematical skills. And highly sounding academic achievements

Sadly, these skills are not fully developed in all students. For example, differences have been found between poor families and rich families in central western and eastern regions, in Uganda, students from poor families and students from fluent families in Nsangi Sub County. The focus of this study regards this last contrast: achievement differences between students from poor and affluent families. Studies have searched for possible reasons as to why students living in poverty suffer academically, such as neighborhood dynamics, teachers, and school characteristics.

To date, there is not a full explanation for the association between family income and academic achievement among children despite the government, National resistance movement's effort since 1986.

1.2 STATEMENT OF THE PROBLEM

Evidence shows that in Uganda the number of those in poverty has continued to increase every year. By 1986 when the national resistance movement (NRM) came into power, it was estimated that 70%of Ugandans lived in poverty. In recent years it has been a controversy through in the mind of the Ugandans through the poverty status of the nation or any society or even family can have an impact on student's academic performance. In review of this study intends to investigate the positive and negative impacts on students' academic achievement in eastern Uganda This is because the diversity of world poverty by different scholars who have used it in their course of study and how they have affected their education performance academic development and parents involvements

Gold stem (1976) admitted this concept when he said that the fact that much of the youth education development takes place in a circle or home, the child begins to attend school in psychological tourism, an attempt would be made to determine the influence of parents social economic performance and poverty impact be assisted in the basis of group solidarity.

1.3 GENERAL OBJECTIVE/PURPOSE

To investigate the effects of poverty on students' academic performance in Nsangi sub county.

1.4 SPECIFIC OBJECTIVES

To determine the effect s of family poverty on students' academic performance

To determine the effects of neighbourhood poverty on students' academic achievement

To determine impacts of other factors on students' performance

To identify the solutions to reduce poverty in Nsangi sub county.

1.5 RESEARCH QUESTIONS

What are the causes of poor academic performance in Nsangi Sub County?

What are the effects of poverty on student's academic performance in Nsangi Sub County?

What can be done to reduce poverty levels in Nsangi Sub County?

1.6 SCOPE OF THE STUDY

1.6.1 Time scope

The study will be accomplished within three months whereby i will take for supervision in the first month, then continue with data collection from the field to accomplish with the remaining chapters.

1.6.2 Geographical study

The study is to be carried out in some of the selected schools in Nsangi sub county located in Wakiso district in the central region of Uganda, the study will include both government aided secondary schools and private secondary schools within the region, the study will include four schools Muwanguzi high school, Kabojja, St.

Lucia high school Namagoma, Mugwanya summit college, Kyengera and Mugwanya preparatory school ,Kabojja.

1.7 SIGNIFICANCY OF THE STUDY

This study is significant when looked in three various perspectives, that is; family level (community level), neighbourhood and national level in fulfilling student's education needs.

It is hoped that the study will definitely identify some of the essential factors influencing students' academic.
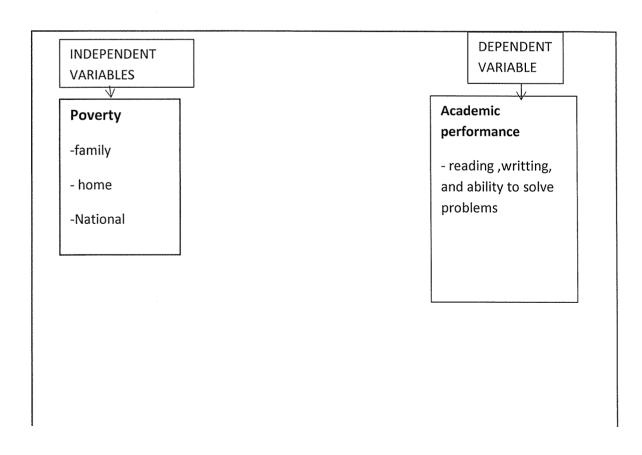
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This is the second chapter of the study; it presents the theoretical part, the conceptual framework, family poverty review, neighbourhood poverty and parental involvement in academic achievement. These are all done in line with titles derived from research objectives

2.1 Conceptual Frame Work

The figure below is a diagrammatic depiction of the effects of family poverty on the student's academic performance in Nsangi Sub County in Wakiso district.

Figure 1: Conceptual framework;

INDEPENDENT VARIABLES		DEPENDENT VARIABLE
Poverty -family - home -National		**Academic performance** - reading ,writting, and ability to solve problems

2.2 THEORETICAL REVIEW.

Brooks-Gunn and Duncan (1997) studied the relationship between poverty and Child outcomes. Prolonged exposure to poverty is detrimental: the most damaging effects seem to occur for children who live in these severe environments for many years (Brooks-Gunn & Duncan, 1997). They also found that children living below the poverty threshold performed less well than children living in moderately deprived environments. Additionally, poorer children were more likely to experience learning disabilities and developmental delays than non-porous children. Duncan, Yeung, Brooks-Gunn, and Smith (1998) explored the extent to which childhood poverty affects the life chances of children. They compared children's completed schooling and no marital childbearing to parental income during middle childhood, adolescence, and early childhood. The results showed that family income was associated more with completing schooling than with non-marital fertility: the association of income and academic attainment appeared to be the strongest among children in low income families. Poverty has been shown to negatively impact preschool performance, test scores in higher grades, which can ultimately lead to grade failure, lack of interest in

School, and high dropout rates (Brooks-Gunn, Guo, & Furstenberg 1993; Guo, Brooks-Gunn & Harris, as cited in Duncan et al., 1998). Conversely, high parental income during a child's adolescence was found to increase entry into college.

Furthermore, Bradley, Corwyn, McAdoo, and Coll (2001), studied home environments of children in the United States according to age, ethnicity, and poverty status. They suggest that knowledge of a child's day-to-day exposures contributes to our understanding of the relationship between environment and development. For example, children who have access to a large number of books in their home, and are consistently being read to, develop reading and vocabulary at a faster rate than children without these experiences (Bradley et al, 2001). Unfortunately, children from poor economic backgrounds are not afforded the same luxuries and opportunities as those from wealthy backgrounds. This is one reason why differences in vocabulary and reading ability are associated with family income. Poor families are faced with the direct as well as the indirect consequences of their economic situation, including lack of resources and the stress associated with their predicament (Luster& McAdoo, 1996; McLoyd, 1990 as cited in Bradley et al, 2001). Bradley, Corwyn, McAdoo, and Coll (2001) found that being poor can affect almost every aspect of a child's home life. Such qualities as parental responsiveness, parental teaching, and the quality of the physical home environment were all associated with family income (Bradley et al. 2001). Hoff (2003) studied whether or not the association between vocabulary developments were related to differences in learning language experiences. Hoff believed that higher mothers positively influence language development more so than lower mothers. As a result, Hoff hypothesized that maternal speech mediates the relationship between and child vocabulary. The results of this study showed that the observed differences in vocabulary growth among various groups of children from different families were

Relationship between and child vocabulary. The results of this study showed that the observed differences in vocabulary growth among various groups of children from different families were influenced by differences in the mothers' speech. Also, differences in child speech were directly related to related differences in language use. Children from affluent families had a larger vocabulary than children of the same age from less advantaged homes (Hoff, 2003).

2.3 The Effect of Neighbourhood Poverty on academic achievement

Leventhal and Brooks-Gunn (2000) reviewed the literature on the effects of

Neighborhood residence on child and adolescent well-being. They discussed Neighborhood characteristics and their influence on child outcomes. Leventhal and

Brooks-Gunn found that neighborhood effects, such as neighborhood poverty, negatively influences children's achievement and behaviour. Not surprisingly, neighbourhoods with many high residents were shown to have a positive effect on school readiness and achievement outcomes (Leventhal and Brooks-Gunn, 2000). Kohen, Dahinten, Leventhal, and McIntosh (2008), studied the effects of

Neighborhood disadvantages on young children. This study examined the mediating effects of neighborhood on young children's verbal and behaviour outcomes by looking at potential mediators such as neighborhood cohesion, family processes, psychological factors, and parenting behaviors. Neighborhood cohesion would be considered the closeness of a neighborhood (e.g. coming together in times of crisis). Living in a neighbourhood with low cohesion was associated with less supportive family environments in which to raise children (Kohen et al., 2008). Poor family functioning

resulted in less literacy stimulation in the home. Also, parenting behaviours that were described as being consistent was associated with higher verbal ability skills. Residing in a low income and disorganized neighbourhood was associated with negative family functioning (Kohen et al., 2008).

2.4 The Effect of Parental Involvement on student's academic performance

Hill and Taylor (2004) outlined some of the mechanisms through which parental involvement affects academic achievement. Research has shown that parental school involvement has a positive influence on school-related outcomes. Parental school involvement equips parents to assist their children in school related activities. Also, parents become aware of schools' expectations for behaviour and homework. Parental school involvement is also beneficial because families and schools establish appropriate behaviour that is reiterated to children at home and at school (McNeal, 1999 as cited in Hill & Taylor, 2004). Parents from higher socioeconomic backgrounds are more likely to be involved in schooling than parents of lower socioeconomic status. Conversely, parents from low income backgrounds have to deal with nonflexible work schedules and stress due to residing in disadvantaged neighbourhoods, which inhibits their involvement (Hill &Taylor, 2004).

Beyer (1995) studied the effect of maternal employment and parenting styles on academic achievement. The paper challenges previous research that suggests that maternal employment has a negative impact on children's academic achievement and other child outcomes. Beyer argued that maternal employment affects parenting styles which then affects academic achievement. The concern behind maternal employment is

those mothers will not have enough time to raise their children well. On the contrary, Beyer (1995) found that maternal employment had a positive impact on academic achievement for working class and disadvantaged children, and that this effect was a consequence of the effect of work on parenting style. Working parents were more likely to interact with their children, promote learning, and be warm and encouraging (Beyer, 1995) than non-employed parents, and these differences were associated with academic achievement.

Jeynes (2007) examined the relationship between parental involvement and urban secondary school student academic achievement. Jeynes argued that in urban areas parental involvement is important due to the pressing issues faced by many children (Bauch&Goldring, 1995; Hampton, Mumford & Bond, 1998 as cited in Jeynes, 2007). The results showed that overall parental involvement has a positive impact on children's academic achievement (Jeynes, 2007). It appears that children whose parents regularly communicate with their children, check homework, and have high expectations for their children positively influence student educational outcomes.

Walker, Wilkins, Dallaire, Sandler, and Hoover-Dempsey (2005), revised the model

proposed by Hoover-Dempsey and Sandler (1997) that explained why parents

become involved in their children's education and how their involvement makes a

difference in student outcomes. The model identified four psychological contributors

to parents' decisions to become involved, 1) parents' beliefs about what they should

do in the context of their child's education; 2) parental self-efficacy for helping the

child succeed in school; 3) parents' perceptions of general invitations for

involvement from the school; and 4) perceptions of general invitations for discussion

from the child. The model

Suggested that parents' beliefs about their responsibilities for children's schooling Influenced their involvement behaviour. Furthermore, in regard to invitations from others to become involved, child invitations are influential because they express the child's need to accept parental help. Additionally, parents' skills and knowledge can affect their involvement. Lareau (1989) argued that parents with little education, in comparison to those with professional degrees, feel less able to assist their children with homework, are less able to communicate with teachers, and feel out of place at school (as cited in Walker et al., 2005). Overall, the model suggests that parents who believe their involvement would be beneficial to their child's academic achievement are more likely to interact with schools and teachers than parents who doubt their discussion will make any difference

CHARPTER THREE

3.0 METHODOLOGY.

Introduction

This study will bring an insight into research methodology, design and scope, sample size, population and techniques, instruments, statistical analysis of data and others. Used the students, parents and teachers of Nsangi Sub County and Wakiso district at large..The study includes interviews with parents, data collected from student questionnaires, and direct child assessments. The sample for students who were followed from senior one to senior four

3.1 Research design

The proposed research can be characterized as a correlational study using archival data. The current study attempts to show the relationship between family poverty and academic achievement scores in reading and math. The mediating variables, parental discussion and neighbourhood poverty, will also be measured for each participant in order to test whether they play a significant role in academic achievement. The study also employed both quantitative and qualitative descriptive survey methods to provide detailed information on the effects of poverty on students' academic achievements in selected secondary schools around Nsangi Sub County in Wakiso

district. The study involves the teachers and students of selected secondary schools, some parents were also involved in the study ten students will also be selected from each of the school for both interviews and questionnaires, two of the parents are also to be involved in the study ten parents are to be selected from each of the families , that's well off families and poor families, also teachers will be involved in the study '

, adding up to the sample of twenty parents, forty teachers and forty students

RESPONDENTS		POPULATION
Students		800
PARENTS	POOR FAMILIES	120
PARENTS	RICH FAMILIES	120
TOTAL		1040

3.2 RESEARCH INSTRUMENTS

The study will use research devised tools, instruments which will be self-administered, questionnaires to collect data in order to avoid losing in formation

The study will also use interviews for the teachers, parents and students within the region; this will be done as a way of saving time for data analysis and presentation of data within the estimated scope of time

3.3 DATA COLLECTION

The researcher will visit the schools in the region for study and for permission to carry out research in selected schools on the effect of poverty on student's academic performance in the region. The researcher will distribute questionnaires to several teachers   to   stand

Statistical treatment of data

The data will be analyzed using multiple regressions. Frequency tables, and percentage distribution to display data, When attempting to identify mediating relations, the researcher will first establish a relationship between the predictor variable (in this study, effect of poverty) and the outcome variable (academic achievement). The proposed mediating variables (in this study, parental discussion and neighbourhood poverty) must have relationships with both the predictor variable and the outcome variable (Baron & Kenny, 1986). The first step was to establish a relationship between the predictor variable, family poverty, and the outcome variable, academic achievement, by regressing academic achievement on family poverty. The second step was to establish that family poverty, the predictor variable, was related to parental discussion, the proposed mediating variable. The third step was to show the relationship between parental discussion and academic achievement. The final step was to show the effect of family poverty and academic achievement Formula F\n* 100

Where by

F=is the frequency

N=Total number of respondents

100=constant of percentage

3.4 ETHICAL ISSUES

The researcher got permission from the university to carryout research in the selected schools with maxima supervision from the research supervisor.

CHAPTER FOUR

4.0. DATA PRESENTATION AND ANALYSIS

Introduction

In this chapter, the researcher presented relevant opinion about the impact of poverty on academic performance of students in selected schools. The data presented here was mainly collected from the field to represent the respondents' view.

Questionnaires

Questionnaires were distributed to the respondents and they were intended for secondary school teachers and students. The total of eighty (80) questionnaires was distributed but seventy one (71) were answered and returned. This represented 88.8% of the sample population.

4.1 Questionnaire findings

4.1.1 Profile the respondents

Sex/Gender.

The number of the girls was 25 that were 35.2%, the number of boys was 25 that are 35.2% and the teachers were 21 that are 29.6% of the total population.

Table 1

	Number of respondents	Percentage (%)
Boys	25	35
Girls	25	35
Female teachers	14	20
Parents	7	10
Total	71	100

Age structure

The youngest category was falling between 12-16years, 17-24years and the oldest were 25-50 who were teachers and parents. The table below shows the age structure.

Table 2

Respondent Age group	Number of respondents	Percentage (%)
12-16	22	31
17-24	28	39
25-50	21	30
Total	71	100

Education background (qualification).

The respondents 70% were students with no clear qualification as they were student of the selected schools in Nsangi sub county in Wakiso district.17 teachers had diploma and only 4 respondents had degree, 12 parents had official jobs and the rest were illiterates.
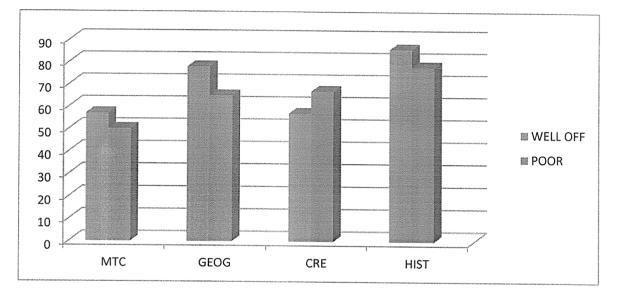
Table3

Education level	Number of respondents	Percentage
Form one	11	16
Form two	10	14
Form three	10	14
Form Four	13	18
Form five	3	04
Form six	2	02
Diploma teachers	17	24
Degree teachers	4	06
Total	71	100%

4.2: Correlations of Variables

The relationships among the variables are reported in general, with expectations derived from the previous research and reviewed in earlier sections of this study. **Poverty** was negatively associated with reading and mathematics calculations. Students from low income families in Wakiso district had significantly lower reading abilities in English and math scores than students from non-poverty families. **Neighbourhood** poverty was significantly associated with family poverty and inversely associated with academic

4.1.2 characteristics of respondents by performance   (students)

	MTC	GEO	ENG	CRE	HIST	CHEM
WELLOFF	80	76	54	56	86	57
POOR	75	65	67	67	90	50

From   the   table

4.2 shows the distribution of responses about teachers competences

Table 4.5: Responses by teachers

uestions	Number of respondents in(%)				
	Daily	Rarely	weekly	monthly	Not at

				all
Iow often do ou revise your ork?	40	20	20	20	0
Iow often do u sson plan?	20	20	30	10	10
'o you give out ssesment tests?	45	25	10	15	20
ow often do u heme?	I7	63	10	15	5
ow often do 'u call students / their names?	70	12	10	6	6

Table 4.1 above indicates that most teachers do their work based on the outcomes of this report, where out of the 30 teachers, it was found out that 20 revise their work daily, 14 lesson plan always, all know their students by names, all often scheme termly. And 25 asses their students monthly.

4.2.1: This section shows the distribution of education responses by the respondents in the study in Nsangi sub county in Wakiso district.

Item on Education	1	2	3	4	5
I am able to pay school fees for my children in time	3.8	17.5	2.5	41.3	35.0
I am able to buy for my children scholastic materials	0	0	0	45	55
I support my children in higher institutions of learning	10	47.5	0	40	2.5

1. Strongly disagree **2.** Disagree **3.** Not sure **4.** Agree **5.** Strongly Agree

Table 4.3; above shows that 76.3% agreed that they able to pay school fees for my children in time, 100% agreed that they are able to buy for their children scholastic materials, 57.5% disagreed that they support their children in higher institutions of learning and only 42.5 agreed that they support my children in higher institutions of learning.

4.3: This section shows the distribution of Level of employment responses by the parents in the study in Nsangi Sub County in Wakiso district and how it affects students' performance in the area.

Table 4.11: Level of employment responses

	Responses in %				
Item on Level of employment	1	2	3	4	5
I am self employed	0	35	3.8	50	11.3
I am permanently employed	25	58.8	0	10	6.3
I work five days in a week	45	47.5	0	7.5	0
I do employ workers in my farms	7.5	16.3	1.3	48.8	26.3

I am temporarily employed	0	11.3	31.3	32.5	25

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

Table 4.11 above shows that 24% agreed and 76% disagreed that they are self-employed, 83.8% disagreed that they are permanently employed, 16.2% disagreed that they work five days in a week, 75.1% agreed that they do employ workers in my farms and only 11.3% agreed that temporarily employed.
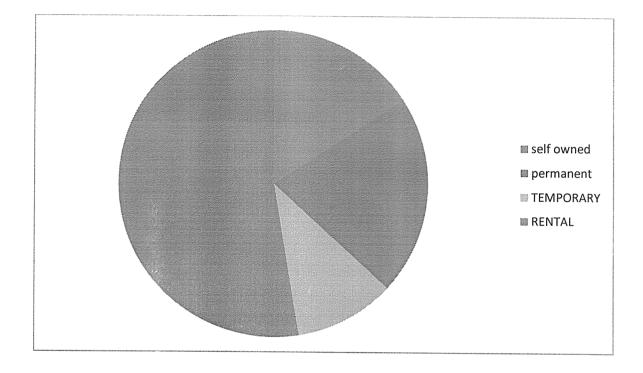
4.4: This section shows the distribution of home basic facility responses by the students in the study in Nsangi sub county in Wakiso district and how it affects students' academic performance in the area.

Table 4.12: Housing facility responses

Questions	Students Responses in %				
	1	2	3	4	5
I live in a self-owned house	23	15	3.8	61.	20
I live in a permanent housing	6.3	57	10	52.5	22.5
I am able to acquire clean and safe water at my premise	6.3	8.8	52.5	10	22.5
My house is electrified	0	40	0	31.2	28.8

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree Table 4.12 above shows that 15% agreed that they live in a self-owned house, 20% agreed that they live in a permanent housing, 10% agreed that they are able to acquire clean and safe water at my premise and 50%agreed that their houses ate electrified but stay in rental houses and 10% live temporarily.

This shows that most students in the sampling size reside in poor houses without electricity which affect their academic performance.

4.5: Distribution of responses by respondents on institutional standard

CLASS	RESPONSES (%)
Good standard structures	80
Well equipped libraries	20
Well equipped laboratories	34
Ability to pay teachers salaries	56
Ability to provide teaching requirements such as books	49

From the table above it was found out that 80% of the schools in the region have good well established structures, 20% have well stocked libraries, 34% have well equipped laboratories, and only 49% have the ability to provide teaching requirements.

CHAPTER 5

SUMMARY DISCUSSIONS, CONCLUSIONS AND FINDINGS

5.0 Introduction

This chapter presents the summary of the findings, conclusions and recommendation on all the variables of the study with emphasis being put on the predictors of economic welfare as drawn from the study findings. This also puts forward the areas of further research and also considered the hypotheses drawn from the study.

5.1 Summary of findings

The purpose of the study was to find out the effect of poverty on students' academic performance in Nsangi Sub County in Wakiso District. The study sample took 80 respondents where 18 were female and 62 where male. The study resolved that most of the parents, teachers and students in Nsangi Sub county in Wakiso District in the sampling frame were in the age bracket of 26 years and above while there was no parent and teacher in the study who were between 16 and 20 years as shown in the table 4.2 in chapter four.

From table 4.3 in chapter four, the distribution of level of education shows that 30 farmers were not educated, 20 had certificates, 15 diploma and 15 degree. This shows that most of the farmers in Nsangi Sub County are not educated. The distribution of farmers from the table 4.3 above shows that 12 respondents were single, 57 married, 7 divorced and 4 were widowed. This shows that most of the respondents were married. This implies that married people show some responsibilities in engaging in crop growing for the betterment of their families. Most of the farmers in Nsangi Sub County are uneducated.

The findings show that most of the farmers grow their crops purposely for home consumption more especially beans (58.8%), maize (61.3%), bananas (66.3%) whereas coffee farmers aim at growing for sale shown by 96.3%. this implies that most of the farmers in Nsangi sub county in Wakiso district grow crops for home consumption other than coffee which is for sale as seen with the highest percentage.

Table 4.9 above shows that 87.5% agreed that they are able to buy nutritious foods at home, 63.8% they are able to buy luxurious goods, 58.8% agreed that they save some money and later invest it in other ventures and only 40% were not sure that they save some money and later invest it in other ventures, 77.6% agreed that they afford to eat three meals a day

From table 4.10 in chapter four, shows that 76.3% agreed that they are able to pay school fees for their children in time, 100% agreed that they are able to buy for their children scholastic materials, 57.5% disagreed that they support their children in higher institutions of learning and only 42.5 agreed that they support my children in higher institutions of learning. This means that most farmers in Nsangi sub-county get income from crop growing to purchase their needs especially by paying scholastic materials for their children in time.

From the table 4.11 in chapter four shows that 61.3% agreed and only 35% disagreed that they are self -employed, 83.8% disagreed that they are permanently employed, 92.5% disagreed that they work five days in a week, 75.1% agreed that they do employ workers in my farms and only 11.3% disagreed that temporarily employed. With the statistics summary above, shows that most of the respondents are self-employed despite of the related effects and challenges. Besides this, most of the farmers in Nsangi Sub County do employ some workers to worker in their farms.

From Table 4.12 in chapter four, shows that 81.3% agreed that they live in a self-owned house, 75% agreed that they live in a permanent housing, 75% agreed that they are able to acquire clean and safe water at my premise and 60%agreed that their houses are not electrified. This shows that most people in Nsangi Sub County in the sampling size reside in permanent houses with electricity which are self-owned houses. Most of the respondents agreed that they live in self- owned houses and in permanent houses.

5.2 Conclusions

According to the findings the study showed that most of the parents sleep in temporarily houses and cannot afford to buy all the necessities required by their students, most of the schools were not able to provide necessities such as textbooks, chalk, laboratory apparatuses.

Therefore, there's a significant and negative relationship between poverty and academic achievement.

5.3 Recommendations

The government should increase and monitor the little available universal primary and secondary schools and also emphasize thorough teaching together with maxima supervision from District Education Officers and the ministry of education and sports.

The government should engage in providing free agricultural services to peasants such as giving free seeds to the people, sensitization of seasonal changes by the government through the parish chiefs and other sub county officials.

The government of Uganda in relation to the ministry of education should provide free and relatively cheap scholastic materials to those schools who are in need.

Teachers' salary might also be increased and incentives may be granted to teachers so as to work regardless and tirelessly.

The government of Uganda should make thorough research about weather changes and educational reforms, inform the farmers earlier to avoid losses that may be caused by these weather conditions such as drought, floods. This will help improve on the agricultural output to withstand students stay in schools.

More indicators of academic welfare such as health and education should be promoted in NsangiSub County, Wakiso district. Education will bring about skilled labor as well as good health will increase on the immunity of farmers within Nsangi Sub County.

Ladies should be encouraged to engage in crop growing since the study found out that most of the farmers in the study sample were men. In addition to this, people of Nsangi sub county especially those aged between 16 to 20 years are encouraged to engage in crop growing to fight poverty at the early ages as they balance with education in their

Teachers and parents of Nsangi Sub County, Wakiso district should be encouraged to participate in other economic activities such as shops, tailoring, hair dressing among others since pleasantly life and crop growing is a seasonal activity that brings in seasonal income which affects the students' performance in turn.

5.4 Areas for further research

The government of Uganda and the responsible personnel are recommended to carry out research on the same problem of academic welfare in other places of the country since only the sub county of Nsangi cannot decide on the nation's opinions.

The researcher recommends other researchers to investigate other factors which lead to economic welfare since crop growing only cannot decide on the economic welfare.

The farmers of Nsangi sub county, Wakiso district should research about the modern techniques of teaching and learning particularly that can easily improve on the quality of education output.

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Appendix: Questionnaire

I WASSWA KIZITO a student from Kampala international university carrying out research on the effect of poverty on students' academic performance. A case study of Nsangi sub county in Wakiso district. Any information given was kept confidential and only used for academic purposes. I was grateful for your cooperation towards the completion of this academic research project.

SECTION A :(Bio data)

Sex: a) female ☐   b) male ☐

Age: a) 13-20 ☐   b) 21-25 ☐ 26 and above ☐

Level of Education: a) none ☐   b) O and A level ☐   c) diploma ☐

d) Degree ☐   e) others specify..........................

Marital status: a) single ☐   b) married ☐   c) divorced ☐

d) Widowed ☐

a) books   pens ☐   b) textbooks ☐

d) Others specify ....

    Tick where applicable in accordance to the options given and described

APENDIX 2: STUDENTS QUESTIONNAIRE
Name; WASSWA KIZITO   REG NO: 1163-07234-07222

Dear Respondent,

This questionnaire is intended for an academic study under the topic (impact of poverty on the academic performance). This will help me in my fulfillment of Bachelor's degree award in science with Education at Kampala International University. It is strictly for academic purpose, please feel free to answer and I will keep the information as confidential.

Name

....

....

Instruction

Tick the appropriate box where applicable.

1. Strongly disagree 2. Disagree   3. Not sure   4. Agree   5. Strongly Agree

uestions	Number of respondents in (%)				
	1	2	3	4	5
y parents pay / fees in time					
have lunch at 1ool					

Tick where applicable in accordance to the options given and described

APENDIX 3: TEACHER   QUESTIONNAIRE
Name: WASSWA KIZITO   Reg no:1163-07234-07222

Dear Respondent,

This questionnaire is intended for an academic study under the topic (impact of poverty on the academic performance). This will help me in my fulfillment of Bachelor's degree award in Arts

with Education at Kampala International University. It is strictly for academic purpose, please feel free to answer and I will keep the information as confidential.

Name

....

....

Instruction

Tick the appropriate box where applicable.

1. strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly Agree

o you give out ssessment sts?					
)w often do u ieme?					
w often do ı call students their names?	1	2	3	4	5

APENDIX 4: PARENTS QUESTIONNAIRE

Name: WASSWA KIZITO   Reg no:1163-07234-07222

Dear Respondent,

This questionnaire is intended for an academic study under the topic (impact of poverty on the academic performance). This will help me in my fulfillment of Bachelors degree award in Arts with Education at Kampala International University. It is strictly for academic purpose, please feel free to answer and I will keep the information as confidential.

Name

....

....

Instruction

Tick the appropriate box where applicable.

Age

Between 20-35   ☐

Between 35-45   ☐

More than 46   ☐

Sex: female   ☐   male   ☐

Please tick the appropriate statement as clearly provided.

1.   **Strongly disagree   2. Disagree   3. Not sure   4. Agree 5.**

Strongly Agree

Statement	1	2	3	4	5