

**INFLUENCE OF PARENTS' SOCIO-ECONOMIC STATUS ON PUPILS'
ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS
OF KABALE MUNICIPALITY**

BY

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DECLARATION

I, Nabaasa Wilberforce, declare that this work is original and has never been submitted to any institution of higher learning for any award.

Sign..... Date.....

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APPROVAL

This Research dissertation titled **“Influence of Parents’ Socio-economic status on Pupils’ academic performance in Primary schools in Kabale Municipality, Kabale district”** has been submitted for examination to Kabale University with our approval as Research Supervisors.

Sign.....

Date.....

Dr. Francis Akena Adyanga

Supervisor

.....

Date.....

Dr. Denis Sekiwu

Co - Supervisor

DEDICATION

This dissertation is dedicated to my wife because of her burning desire to see me advance in my academic journey. Her unending prayers played a pivotal role in my education and general life. Once again, I dedicate this dissertation to her and may God grant her a peaceful and long life.

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LIST OF ABBREVIATIONS

UPE -	Universal Primary Education
AEO -	Area Education Officer
MEO -	Municipal Education Officer
UGX -	Ugandan shillings
KMC -	Kabale Municipal Council
PLE -	Primary Leaving Examination
PEO -	Principal Education Officer

ABSTRACT

Academic performance among students is influenced by numerous factors. Yet, excelling in academics is important in ensuring that students not only pass exams but also lead rewarding lives. This study sought to determine the influence of parents' socio-economic status on pupils' academic performance in primary schools. It was guided by two specific objectives that included: investigating the influence of parents' level of education; and assessing the influence of Parents' occupations on pupils' academic performance in primary schools in Kabale Municipality. A mixed method research approach was used in this study to generate data from Three hundred sixty-eight (368) respondents drawn from eight primary schools in Southern Division of Kabale Municipality. Using questionnaire and interview guide tools, data was collected from the study respondents that included: pupils, teachers, head teachers, parents as well as the Area Education Officer. Findings revealed that parents' level of education influences pupils' academic performance. Tool items such as parents checking books and home works ($M=1.70$, $SD=1.042$), parents assisting in doing home work ($M=2.43$, $SD=1.355$), parents reading and replying letters from schools ($M=2.01$, $SD=1.131$) and pupils having enough time at home to study ($M=1.97$, $SD=1.050$), were found to be among major factors that determines pupils' performance. Additionally, the study revealed that parents staying with children at home ($M=1.78$, $SD=.885$) and parents that always visited the school to make follow-up about pupils' academic progress ($M=2.29$, $SD=1.243$) were significant on pupils' academic performance and were more practiced. Also, giving too much domestic work to pupils and failure to pay school fees in time were found to be key factors that negatively influence pupils' academic performance.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This chapter provides the background of the study, statement of the problem, general objective of the study, specific objectives, research questions, scope, significance, conceptual framework and definitions of the key terms.

1.1. Background to the study

Primary Education is the most basic formal education and is valued highly for preparing learners for secondary education, world of work, scientific and technical application of knowledge and life skills. However, getting primary education is not automatic; it is influenced by many factors including parents' social and economic experiences (socio-economic status) and disparities in education standards throughout Uganda (Jjemba, 2011). Education is a fundamental human right, the key to sustainable development in line with Millennium Development Goals (Uganda Constitution, 1995). According to Ninomiya (2003), Education does not only provide knowledge and skills, but also inculcates values, training of instincts, fostering right attitude and habits. He further argues that it is an essential instrument for effective participation in societal activities and enhances peace and stability among countries. This therefore means that without education which fosters right attitudes, habits and behaviours, sustainable development cannot be achieved. For the success of any education system, three environments are crucial in the teaching and learning process; the family, the school and the community (Posse & Melgosa, 2002).

Academic performance has been defined as the quality and quantity of knowledge, skills, techniques, attitudes, behaviours and philosophy that students achieve (Kaggwa, 2003; the World Bank, 2002). This achievement is evaluated by the mark or grade the students attain in tests or examinations done at the end of the topic, term, year or education cycle. The issue of pupils' academic performance at schools has been of interest since formal education was introduced. As such, many countries have come to realise that pupils are the heart of educational process and that without good performance; all innovations in education are doomed to failure (Zhang, 2012). There is wide dissatisfaction with the current situation of schooling in many countries and this has been blamed on many stakeholders (Zhang, 2012). In China, for instance, some parents were found involving their children in gardening and other domestic work which leave their children with limited time for revision and consultation with their teachers thus affecting their performance (Zhang, 2012). The Chinese situation is not an exception from other parts of the world. Within African society, this situation is mainly linked to socio-economic status of families.

The socio-economic status of a family is usually linked to the family's income, parental educational level, parent's occupations and social status in their communities (Sean, 2013). A family's socio-economic status is largely partitioned into three categories: high, middle and low. It is believed that children from high and middle socio-economic backgrounds are better exposed to a learning environment at home than their counterparts in low status because of provision and availability of extra learning facilities (Becker & Tomes, 1979; Sarigiani, 1990; Sean, 2013; and Rana, 2015). Wealthy and well-educated parents, for instance, ensure their children's future by providing them a favourable learning environment, better education and good jobs (Becker and Tomes, 1979). In contrast, Drummond and Stipek (2004) have found out that low socio-economic status parents' responsibilities were limited to meeting their children's basic and

social-emotional support and socializing manners. They further assert that these parents' shortsightedness towards their responsibilities in the educational process of their children and scarcity of funds to intensify such a process could be a challenge to their children's success.

Globally, parents play primary roles in raising children in the society to become productive citizens (Adekey, 2002). Parents' levels of education and type of occupation have great influence on the child's success or failure. This is exemplified by Mudassir and Abubakar's (2015) study in Malaysia, where students whose parents had formal occupation performed better than those whose parents had informal occupation. Further studies in Nigeria indicate that parents with high education and formal occupations, maintain positive views about the values of education which results into higher levels of academic achievement of their children (Ford and Harris, 1997; Steinberg, 1992). The reverse is true for the parents of low socio-economic status because they earn lower incomes and often have to work longer hours to earn more for their families (Gratz, 2006). Therefore, such parents are often left with less time to spend with their families and their children's educational activities in particular.

The scenario in East Africa is not an exception as far as parent's socio-economic status is concerned. In Kenya, for instance, Kimaiga (2014) argues that children from supportive family backgrounds perform better than those from non-supportive backgrounds. Parents of different occupational classes, for example, often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children (Muhammed and Muhammed, 2010). These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothstein, 2004). On the contrary, Hill et al. (2004) argued that socio-economic status of parents makes it possible for children from low economic status to compete

with their counterparts from high socio-economic background under the same academic environment. To them, all school efforts should be aimed at high quality pupil's learning (Hill et al., 2004). Irrespective of Hill et al.'s (2004) controversial statement, a number of studies have continued to show that parent's socio-economic status has influence on pupils' academic performance (Sarigiani, 1990; Sean, 2013; Rana, 2015).

In Uganda, several studies on parents' socio-economic and its influence on pupils' academic performance have revealed that attitudes of children and their home backgrounds positively or negatively affect their performance (Mugisha, 1991; Jjemba, 2011). Mugisha, (1991) further argues that the home and school should be accepted as partners to improve pupil's performance. Despite the above studies, none has been done in Kabale Municipality primary schools to find out whether pupils' academic performance is closely related to their parents' socio-economic status. For the previous four years, there has been an outcry of poor academic performance from the public especially at the release of PLE results (PEO Report, 2018). The blame has been put on teachers, school administrators, and sometimes government. It is against this background that this study seeks to investigate whether the parents' socio-economic status has any influence on pupils' academic performance in Kabale Municipality, Kabale district.

1.2. Statement of the Problem

The Government of Uganda recognizes that education is crucial for attainment of self-fulfilment and national development and has made consistent efforts to enhance quality and equitable education for all Ugandans (Education Act, 2008). Since the inception of Universal Primary Education (UPE) in 1997, enrolment in primary schools has greatly improved as many pupils have had the opportunity to go to school. The government is committed to ensuring the provision of Education for all. To achieve this, policies including abolition of user charges and expansion

and improvement of provision of infrastructure in schools, increment on teachers' salaries, all aimed at creating conducive environment in schools have been put in place (Government of Uganda policy guidelines, 1998). Despite enormous efforts by Government, there has been continuous deterioration in academic performance in primary schools with very few pupils excelling in their National Examinations while most pupils perform poorly in many parts of the country (MOES, 2018). There has been an outcry of poor performance in PLE results since 2015 by school stakeholders in Kabale Municipality (MOES Report, 2018). The blame for continuous failure has been put on teachers, pupils, school administrators and sometimes government but parents have often been left out. This study therefore seeks to investigate the influence of parents' socio-economic status on pupils' academic performance.

1.3. General Objective of the Study

The proposed study sought to establish the influence of parents' socio-economic status on pupils' academic performance.

1.4. Specific Objectives of the Study

- i. To investigate the influence of parents' level of education on pupils' academic performance;
- ii. To assess the influence of Parents' occupations on pupils' academic performance.

1.5. Research Questions

- i. How does parents' educational level influence pupils' academic performance?
- ii. What is the influence of Parents' occupation on pupils' academic performance?

1.6. Scope of the study

The study focused on the influence of parents' socio-economic status on pupils' academic performance. Eight government-aided primary schools of Southern Division in Kabale Municipality were targeted. The study was specifically conducted in Kikungiri, Ndorwa, Kitumba, St. Maria Gorreti, Bushuro, St. Tereza, Kengoma and Mugabe primary schools. The study considered the period between 2015 and 2018 because it was during this period that pupils' academic performance became a concern to education policy makers in Kabale Municipality. Therefore, the selected time/ period provided the necessary information about the influence of parents' socio-economic status on pupils' academic performance basing on PLE results.

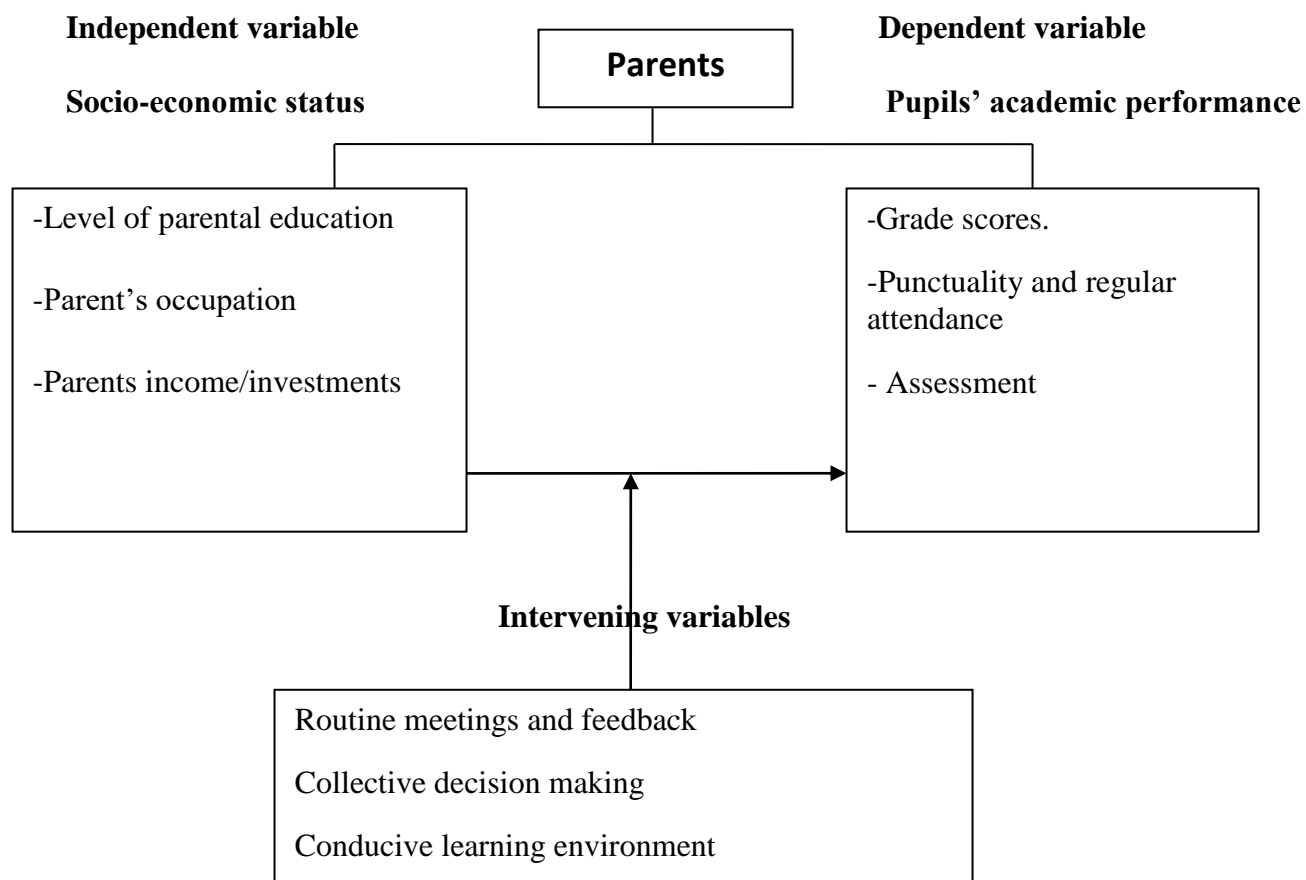
1.7. Significance of the study

This study is expected to make enormous contributions to different stakeholders to appreciate that parents' socio-economic status is crucial in pupils' learning.

The findings of this study will also help educational planners and policy makers to formulate relevant educational policies to improve pupils' academic performance. Additionally, the study recommendations will help parents to be able to provide conducive home learning environment to better the learners' performance. The study will also contribute to the existing body of knowledge within the same field.

1.8. Conceptual Framework

A conceptual plan has been developed to illustrate the variables of the study. The conceptual framework illustrates the relationship between socioeconomic status of parents and how it influences pupils' academic performance at Primary Leaving Examination.



Source: Adopted from Tromp and Kombo, 2006 and modified by the researcher

The conceptual Framework illustrates the relationship between Socio-economic status of parents and how it influences pupils' academic performance. Parents' socio-economic status is defined in terms of Independent Variables: parents' level of education, parents' income and parents' occupation level. The Framework clearly indicates that pupils' academic performance (Dependent Variable) is affected by the level of income, occupation level, and the education level of parents. In this case, the academic performance of students which is measured by the grades scored at Primary Leaving Examination, punctuality and regular attendance, as well as class assessment will depend on the socio-economic status of their parents particularly the education background of the parent and the occupation of the parent. However, it is also asserted that the intervening variables such as routine meetings and feedback at school, collective

decision making and the conducive learning environment of pupils at school will all determine the progress of the academic performance of pupils in the school.

1.9. Definition of key terms

In this study various terms were used. Their operational definitions as per this study are given in this section and they include the following:

Educational achievement - Refers to the highest level of education completed.

Family background- Refers to the historical environment that children are brought up in.

Academic performance- It refers to the marks a pupil gets in the academic assignments given in school by teachers.

Socioeconomic status- This refers to individual/group demographic social and economic position in relation to others. In this study, socioeconomic status is measured in terms of parent's level of income, level of education, and occupational status.

Occupation- Is an activity that serves as one's regular source of livelihood. In this study occupation is measured in terms of parent's work, occupational prestige, occupational class and occupation as an indicator of education/skills and income.

Level of education- This means the stage one reached educationally from primary, secondary, tertiary/college or University level.

Income- This refers to the remunerations received for goods or services, or from other sources such as rents or investment.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviews literature related to the parents' socio-economic status and pupils' academic performance. The study variables of parents 'occupation and education levels in addition to the concept of parental socio-economic status were reviewed in relation to the study objectives.

2.1. Theoretical Review

The Cognitive constructivism theory: This study is based on the Cognitive constructivism theory which states that knowledge is something that is actively constructed by learners based on their existing cognitive structures. Therefore, learning is relative to their stage of cognitive development. Learners must construct their own knowledge and build their knowledge through experience. This means that a learner constructs his/her knowledge from the environment in which he/she grows.

Cognitivist teaching methods aim to assist pupils in assimilating new information to existing knowledge acquired from home particularly parents, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information (Piajet,1964).

According to social constructivism, learning is a collaborative process, and knowledge develops from individuals' interactions with their culture and society. Social constructivism was developed by Lev Vygotsky (1978) who suggested that, every function in the child's cultural development appears twice: first, on the social level and, later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological).

The theory is related to the study in the sense that the education background and occupation of the parents would contribute to the knowledge and experience of a child from home. This gives him/her experience and knowledge to school knowledge. According to Rana (2005), the relationship between parents' level of education and academic performance shows that there is significant positive relationship between parents' level of education and student's academic performance.

2.2. Social Economic Status of Parents

Obasi (1987) observed that socio-economic class denotes a group of members of society who share identical economic circumstance and lifestyle and express awareness of common interest and identity. Also, Datta (1984) referred to socio-economic status as a group of people who occupy specific position in relation to means of production and whose members enjoy as a consequence social prestige and political power. Socio-economic here implies social stratification which includes the high socio-economic level, the middle and lower socio-economic level.

Nwa-chili (1981) highlighted that socio-economic characteristics of the family have a bearing on the child's success or failure in school. They have a bearing also on the child's entry into school, and the duration of stay and achievement at school. A child from high and middle socio-economic class is more likely to experience and acquire an elaborate language code ¹while the child from the lower socio-economic class is faced with a restricted language code. A school is of course predominantly concerned with language elaborate code, therefore making it easy for a child from higher or middle class to adjust. Children who spend their early age in economically privileged homes tend to perform more intelligently.

¹ Language code stands for a code that assigns letters or numbers as identifiers or classifiers for languages

Socio-economic status reflects and is measured by the social and economic status of family members. People generally believe that there is a strong and stable correlation between socio-economic status and children's academic achievement and cognitive development. However, the conclusions from studies are inconsistent (Bradley and Corwyn, 2002; Larean, 2011). Many researchers have found that family background factors can explain most of the variance in pupils' academic achievement and play a more important role than schools (Arnold and Doctor off, 2003; Lawson and Farah, 2017; Berkowitz et al., 2017). In this study, parents' socioeconomic status was measured by variables of parents' level of education, occupation, wealth and prestige. Because education is important for all citizens and governments invest heavily in public schooling, any factor that significantly promotes academic achievement is important to the common good.

2.3. Parents' level of education on pupils' academic performance in primary schools

Sarigiani (1990) noted that parental educational level has been found to be significantly related to the educational attainment of their children. This study also had two levels of judging educational level; college or below to college graduates and above. The children of more educated group tended to have higher aspirations and higher education plans. Children with highly educated parents are exposed to after-school guidance, coaching, and training in homework and are likely to perform better compared to those with illiterate parents (Sarigiani, 1990).

As parents want their children to maintain the status quo, it is believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children to get good grades, behave well in school and attend college and consequently these expectations and confidence in their children motivate them to do

well at school (Mallan, 2009). The confidence parents have in their children also helps them to build their own confidence and self-concept which is important in their education. However, Mallan (2009) warns that, parents' over-expectations might also cause stress to their children which translates to poor educational attainments. Children learn by example often through observations at home (Eccles, 2005). For example, if a child's parents are reading books, attending ongoing educational classes and taking them along to the museums, libraries -- all activities educated parents are more apt to do -- they are engaging the child in a number of direct learning experiences that will help him/her to achieve the best in education. The relationship between parents' level of education and academic performance shows that there is significant positive relationship between parents' level of education and student's academic performance (Rana, 2015).

Much as Jamila (2009) seem to agree with Rana (2015) in the study conducted within the Norwegian context, her study leaves a window for further study as all the socioeconomic factors were not exhausted. The study did not look at how parents' occupation and income affect children's academic performance. Education not only gives insight, but also grooms the personality, inculcates moral values, adds knowledge and gives skills. In every field of endeavour, highly qualified people are needed (Musarat et al., 2013). Parents' level of education is the most important factor affecting students' academic performance. Zehri and Abdelbaki (2013) submit that parents' educational background influences the academic achievement of students. This is because the parents are in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This view was supported by Saila and Chamundeswari (2013) that a child who comes from an educated home would likely follow the steps of his or her family and by this, work actively in his or her studies.

Much as studies show that the education level of parents affect how well children perform in school, in some cases, parents who had little or no education usually ensure that their children receive better education (Akujieze, 2003). It is believed that a child from a well-educated family with high socio-economic status is more likely to perform better than a child from an illiterate family (Rothstein, 2004). This is because the child from an educated family has a lot of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. Saila and Chamundeswari (2014) also posit that better educated parents contribute better to the learning of their children through their day-to-day interactions.

2.4. Parents' occupation and pupils' academic performance.

Parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization and it is through parents' efforts that children are socialized to become productive citizens (Adekey, 2002). Mudassir and Abubakar (2015) conducted a study in Malaysia and found out that students from parents with formal occupation perform well than those from parents with informal occupation. However, the researchers did not give any details on how the time that parents spent in their occupation (whether formal or informal) affects students' academic performance. Gratz (2006) opined that parents in inferior occupations earn lower incomes and often have to work longer hours to earn more for their families. Therefore, they are often left with less time to spend with their families.

Ajayi et al. (2003) conducted a study on parents' education, occupation and real mother's age as predictors of students' achievement in Mathematics in some selected secondary schools in Ogun state, Nigeria. In their study, they found out that parents' occupation was next to parents' education in predicting academic achievement in Mathematics. The result showed that students

whose parents belong to the high-ranking occupational status had better grades in Mathematics than their counterparts whose parents belonged to the low ranking occupational status. This is because, parents with high ranking occupational status have enough income which can be used to provide the needed materials and support for their children in order to arouse their interest in Mathematics. It is clear that the socioeconomic status of the parent has a direct impact on the education achievement of their children. This therefore calls for concerted efforts to improve their levels of occupation in order for their children to attain higher grades in Education.

Similarly, Graetz (1995) conducted a study on socioeconomic status of the parents of students and concluded that the socioeconomic background has a great impact on students' academic performance, main source of educational imbalance among students and students' academic success contingent on parents' socioeconomic standard. Considine and Zappala (2002) also having the same views as Graetz (1995) in their study on the influence of social economic contingent in the academic performance of school students noticed that where the parents or guardians have social, educational and economical advantage, it definitely strengthens the higher level success in future. But it is also noted that these parents make available sufficient psychological and emotional support for their children by providing good educational and learning environment that produce confidence and the improvement of skills needed for success (Graetz, 2006).

A study by Bjorkman (2005) in Uganda found investment in children to be related to household income. The study established that for low levels of income, very few girls attend education and there is a gap between boys' and girls' enrolment and that income shocks not only affect investment in children's education but also children's performance. When families are

constrained by fewer resources and there are differences in boys' and girls' access to resources, children's learning is consequently affected. Lack of adequate resources and time among boys and girls were found to lead to low scores in class. The girl child was found to be overworked with household chores making her to obtain poor grades as compared to the boy child. Similarly, a study conducted by Mogaka (2012) in Keumbu division, Kiisi County, found out that pupils from families with many children and uneducated parents scored poorly when compared to pupils from families with few children whose parents were educated. From the foregoing studies, it can be realized that the parents' income can affect the academic achievement of their children especially if the earnings cannot enable parents to provide their children with necessities.

According to Evans (2004), lower income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's schoolwork and less overall supervision of social activities compared to students from high socioeconomic and intact families. Evans further reported that low socioeconomic status children are less cognitively stimulated than high socioeconomic status children, as a result of reading less and being read to less and experience less complex communications with parents involving more limited vocabulary. On the other hand, Pedrosa et al (2006) in their study on social and educational background pointed out that those students who mostly come from deprived socioeconomic and education background performed relatively better than others coming from higher socioeconomic and educational background. The total income of families, monthly or annually and their expenditures also put a great effect on the learning and academic opportunities accessible to youngsters and their chances of educational success. Furthermore, he also pointed that due to residential stratification and segregation, the

students belonging to low-income backgrounds usually attend schools with lower funding levels and this situation reduced achievement motivation of the students (Escarse, 2003).

Akujieze (2003) asserted that parents' occupational status measures social position by describing job characteristics, decision making ability and control, psychological demands on the job. Parents' occupation determines the type of education a child receives from his/her parents. Ononuga (2005) stated that the kind of occupation a parent engages in would determine his income as well as his social status. According to Ogunshola and Adewale (2012), parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children.

2.6. Conclusion

The literature review demonstrates that education and occupation levels of parents tend to have an impact on the academic performance of learners which can be positive or negative depending on the social class of the children. According to the literature, children from high socio-economic backgrounds tend to achieve highly in schools when compared to those from low socio-economic status families.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives details on the research procedure that was followed in collecting data. The chapter covered the research design, target population, sampling techniques, data collection instruments and data analysis.

3.1. Area of the study

Kabale Municipality has three divisions of Kabale Central, Kabale Northern and Kabale Southern. This study was conducted in Kabale Southern Division because unlike other divisions where schools are located far apart from each other, the schools in this division are somehow near each other and it was hoped that this would reduce transport costs. Also, as per previous PLE performance, reports from the Municipal Education Officer indicated that this division lagged behind other divisions in terms of academic performance hence the reason why the researcher chose it.

3.2. Research Design

Research Design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose (Kothari, 2008). This study used a mixed method research approach (quantitative and qualitative approaches). The specific design used under mixed method is descriptive research design. Orodho (2004) observes that descriptive studies allow the researcher to gather information, summarise, present and interpret for the purpose of clarification. As observed by Kothari, descriptive studies are those that are concerned with describing the characteristics of a particular individual or group. Mugenda and Mugenda (2003) assert that descriptive survey design entails a systematic and empirical inquiry in which the researcher does not have a direct control of independent variable as their manifestation has

already occurred. The main rationale for using this design was to have in depth understanding of the problem under study by describing quantitative and qualitative data.

3.3. Study population

A population is defined as a complete set of individuals, cases or objects with some common observable characteristics (Mugenda & Mugenda 1999). Study population is the entire group of individuals or objects to which a researcher is interested in generating the conclusions of a research (Best and Khan, 1996). Kabale Municipality comprises privately-owned and government-aided primary schools. But for the purposes of this study, only government-aided primary schools were considered. The target population for this study included pupils, teachers, parents, head teachers and Area Education officer, Kabale Municipality. Southern Division has eight Government-Aided Primary Schools and these are: Kikungiri, Ndorwa, St. Maria Goretti, Kitumba, Bushuro, St Tereza, Kengoma, and Mugabi. The study targeted 8 head teachers, 120 teachers, 3375 pupils, 1 Area Education Officer, and 144 parents. Government-Aided primary schools were selected because the schools have large classes with students from diverse socio-economic family background.

Table 1: Target population

School	Pupils	Teachers	Head teachers	Parents	Area Education Officer
Kikungiri	456	22	1	18	1
Ndorwa	425	14	1	18	
Kitumba	389	11	1	18	
St. Maria Goretti	630	24	1	18	
Bushuro	285	15	1	18	
St. Tereza	360	14	1	18	
Kengoma	340	8	1	18	
Mugabe	490	12	1	18	
Total	3375	120	8	144	01

Target population: Table 1

Variations in numbers of teachers and pupils were a result of pre-visit findings in schools.

3.4. Sample size and sampling procedure

A sample is a group in a research study from which information is obtained (Hunt and Tyrell, 2001). According to Best and Khan (1993), the ideal sample is that which is large enough to serve as an adequate representation of population about which the researcher wishes to make generalization. It should also be small enough to be selected economically in terms of expense. Teachers were included in this study because they are directly involved in monitoring pupils' school attendance, assessment and evaluation of pupils and close to pupils as far as teaching and learning process is concerned. Pupils were involved because they are direct beneficiaries of parents' socio-economic status, thus they are rich informants. Head teachers were involved because they are direct administrators involved in supervision and monitoring of all activities in the school. Parents were included in this study so as to understand the different socioeconomic

activities they are undertaking. In addition, the Area Education Officer was part of the study being the custodian of policies and records that affect the teaching and learning process in primary schools.

Table 2: Sample Size

Category of respondents	Population study (N)	Sample size(n)	%age	Sampling technique
1. Head teachers	08	08	2	Purposive
2. Teachers	120	12	4	Simple random
3. Pupils	3375	333	90	Simple random
4. AEO	1	1	1.0	Purposive
5. Parents	144	14	3	Simple random
Total	3648	368	100	

$$n = \frac{3648}{1 + 3648(0.05)^2}$$

$$n = 368 \text{ respondents}$$

In this study 333 pupils, 12 teachers, 8 head teachers, 14 parents and 1 AEO were engaged. This sample was sufficient because Mugenda and Mugenda (2008) agreed that a sample size between 10% and 30% of the total population is statistically significant for social study. This sample size was reached at using Slovin's formula. It is computed as $n = N / (1 + Ne^2)$ where n = Number of samples, N = Total population and e = Error tolerance (level). Simple random sampling technique was used to select teachers, pupils and parents because it allowed equal chance of the population to be selected without bias and it was easy to use (Mugenda & Mugenda 2003). In

addition, purposive sampling technique was used to select head teachers and Area Education Officer based on their experience in school administration.

3.5. Data collection methods and instruments

The study used questionnaires, interviews and document analysis as the main tools for collecting data. The tools were preferred because they are flexible to the sample category and would easily generate detailed data from the respondents. The researcher was mainly concerned with the views, opinions, perceptions, of respondents concerning the problem under study through probing for clarity during interviews. Such information could be collected by use of questionnaires and interview techniques (Bells, 1993)

3.5.1. Questionnaires

A questionnaire is a data collection instrument used to gather data over a large number of respondents (Kombo and Tromp, 2006). Both open and closed-ended questions were used in this study. Self-administered questionnaires were given to teachers and pupils, they were required to read and answer the questions given.

3.5.2. Interview Guide

An interview guide is a set of questions that the researcher asks during the interview (Mc Namara, 2009). Interviews are good method of data collection since they allow the researcher to seek clarification in case he/she does not understand a given concept, something one cannot do in the case of a questionnaire (McLeod, 2014). Interview schedules were administered onto head teachers, parents and A.E.O. Face to face interaction with key informants was done whereby the researcher asked questions written on a piece of paper. Responses given by the interviewees were noted down.

3.5.3. Documentary Review

The researcher requested for documents from school administrators and the Education Office. The documents requested for included end-of-term reports, end-of-year reports, class registers, school PLE results for the previous years and district assessment reports from the education officer were all reviewed.

3.6. Quality control methods

In order to ensure the quality of the data, two quality control methods were used in this study and this included:

3.6.1. Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). Validity of research instruments was achieved by ensuring that test items covered all objectives and variables of the study. Consultations and discussions with the supervisor were done to establish the content validity. A content validity test was conducted using the CVI whose formula is:

$$CVI = \frac{\text{Number relevant items}}{\text{Total Number of Items}} \times 100$$

When the CVI value became 70% and above, then the instruments were valid. However, the instruments were corrected to remove unworthy items.

3.6.2. Reliability

Reliability refers to the extent the instruments would be consistent in measuring what they are expected to measure (Mugenda & Mugenda, 2003). Random errors arise from unclear instructions to the respondents, ambiguous questionnaires or attention deficit during interviews.

The researcher minimized random errors by cross-checking the questionnaires during piloting. Piloting was done to test whether the research instruments were clearly stated and whether they were meaningful to respondents. The schools involved in pilot study were not considered in the final study. During piloting, the researcher checked the flow of questions in questionnaires and interviews and whether he would have problems in asking questions and filling in of questionnaires. The results were compiled and used to improve consistency and validity of the results in the final data collection exercise. The exercise was done in 2 private schools to enable the researcher to modify, restructure and eliminate any ambiguous items.

3.7. Data collection procedure

The researcher obtained an introductory letter from the Directorate of Post Graduate Training at Kabale University to introduce him to the School Administrators in Kabale Municipality to allow him to conduct research in their areas of jurisdiction. The investigator agreed with school administrators when to distribute questionnaires to pupils and class teachers and when to conduct an interview with them in relation to the intended purpose. The researcher returned to the schools on the agreed dates for data collection.

3.8. Data analysis techniques

According to Polit and Hungler (1997), data analysis means to organize, provide structure, and elicit meaning. The data collected was coded and tested for completeness and then analysed using descriptive and inferential statistics using statistical package of social science (SPSS) and presented using tables, charts and graphs for easy interpretation. Chi-squares and regression analysis were used to establish the relationship between variables. These types of inferential statistics are easy to compute and interpret and they also help in making conclusions. Descriptive statistical techniques (frequencies and percentages) were employed to analyse field data from questionnaires to assist in the interpretation of data.

3.9. Ethical considerations

According to Mugenda and Mugenda (2003) ethical considerations are critical for any research. Leedy and Omrod (2005), affirm that most ethical issues in research fall into four categories, protection from harm, informed consent, right to privacy and honesty with professional colleagues. In this study, ethical guidelines were embraced to ensure that ethical values are not violated. The researcher established good rapport with the respondents by ensuring that the purpose of the study and its potential benefits are clearly explained. The research was conducted on condition of confidentiality and anonymity of the respondents. This was done by assuring the respondents that the study would be used for academic purposes only. Further, the respondents' names did not appear anywhere in the data write up.

3.10 Study Limitations

Financial constraints, the researcher faced expenses for transport to travel to various parts of the Municipality; also writing and printing out questionnaires. However, this was solved by mobilizing funds from different sources in order to make the project successful

Delay of respondents, some respondents did not return the questionnaires, some did not understand questionnaires especially the pupils and parents, and others expected to be paid some money in order to respond to the questionnaires. The researcher solved this by explaining the consent form to the respondents that there was no direct benefit from the study but the response they give may be relied on by policy makers while implementing some programmes that may be beneficial to the general public.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

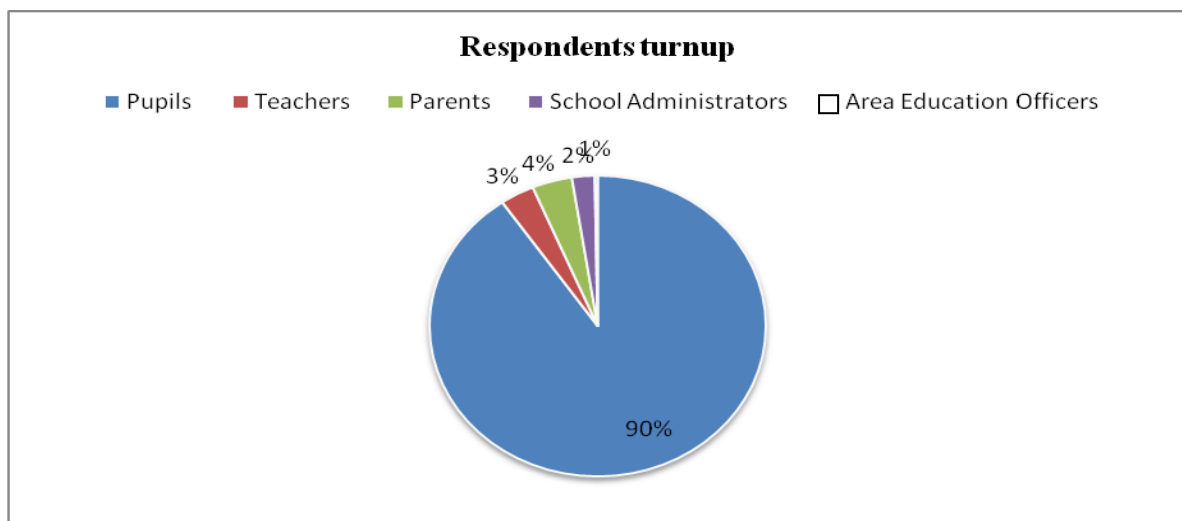
4.1 Introduction

Chapter four presents and discusses the key findings, which are presented in relation to the objectives of the study as stated in Chapter One. The main tool of data collection was a self-administered questionnaire that generated quantitative data from pupils; interview guides and observation checklist were the instruments that helped in generating qualitative data.

4.2 Biographic Information

Under this section the period spent in the school, gender of respondents, age, numbers of pupils in class, position in class are addressed. The demographics are presented in descriptive form considering percentages and frequencies as shown in the pie chart below:

4.2.1 Respondents category



In response to the pie chart above, respondents that participated in the study included pupils, teachers, parents, school administrators as well as the Area Education Officer as: 90% were

pupils that participated in the study, 4% were parents, 3% were teachers of the schools, 2% were school administrators where as the remaining 1% was the area education officer.

Majority of the study respondents were pupils because they were the main study respondents.

4.2.2: Demographics of respondents

Table 3: Demographic Characteristics of Respondents

Period Spent by Pupils in the School					
Period		Frequency	Percent	Valid Percent	Cumulative Percent
	1-3 years	100	30.5	30.5	30.5
	4-5 years	59	18.0	18.0	48.5
	6-7 years	77	23.5	23.5	72.0
	8-10 years	92	28.0	28.0	100.0
Gender of Respondents					
Gender		Frequency	Percent	Valid Percent	Cumulative Percent
	Boys	141	43.0	43.0	43.0
	Girls	187	57.0	57.0	100.0
Age Group of Respondents					
Age Bracket		Frequency	Percent	Valid Percent	Cumulative Percent
	8-10	18	5.5	5.5	5.5
	11-12	131	39.9	39.9	45.4
	13-14	134	40.9	40.9	86.3
	above 14 years	45	13.7	13.7	100.0

Pupils in Class					
Number of Pupils		Frequency	Percent	Valid Percent	Cumulative Percent
	10-40	14	4.3	4.3	4.3
	41-70	252	76.8	76.8	81.1
	71-100	62	18.9	18.9	100.0

Presence of Parents					
Parents Alive		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	288	87.8	87.8	87.8
	No	40	12.2	12.2	100.0

Table above shows the demographic characteristics of respondents as: 30.5% had spent 1-3 years in the schools; 28.0% had spent 8-10 years; 23.5% had spent 6-7 years in the schools whereas the remaining (18.0%) had spent 4-5 years in the schools. Being the municipality schools, dues were increasing now and then which influenced pupils to re-allocate to schools where their parents could afford school dues.

About the gender of the study respondents, girls reported the highest percent with 57% whereas Boys were represented by 43%. More girls participated in the study than boys.

Regarding the age group of the study participants, 40.9% respondents were in the age group of 13-14; 39.9% respondents were in the age group of 11-12; 13.7% respondents were in the age group of above 14 years and the 5.5% respondents were in the age group of 8-10 years. Respondents in the age group of 13-14 years dominated because the study targeted pupils in upper classes of primary education.

In response to the pupils in class, 76.8% respondents indicated that there were 41-70 pupils; 18.9% respondents indicated 71-100 pupils whereas the remaining percentage of 4.3% respondents indicated 10-40 pupils in class.

Finally, 12.2% of respondents were orphans.

4.3 Influence of parents' level of education on pupils' academic performance

4.3.1 Parents/Guardians' level of education

Identifying parents/guardians' level of education is crucial under this study since it portrays the category of family background pupils come from. In this regard, the parents'/guardians' levels of education were sought from pupils. Further, the levels ranged from never went to school up to the degree level of education as clearly shown in the table below.

Table 4: Parents/Guardians Level of Education

Fathers/Guardians Level of Education					
Education level		Frequency	Percent	Valid Percent	Cumulative Percent
	Degree	49	14.9	14.9	14.9
	Diploma	29	8.8	8.8	23.8
	Certificate	49	14.9	14.9	38.7
	Secondary	101	30.8	30.8	69.5
	Primary	88	26.8	26.8	96.3
	Never went to school	12	3.7	3.7	100.0
	Total	328	100.0	100.0	

Mothers/education level of education					
	Degree	41	12.5	12.5	12.5
	Diploma	27	8.2	8.2	20.7
	Certificate	46	14.0	14.0	34.8

	Secondary	76	23.2	23.2	57.9
	Primary	108	32.9	32.9	90.9
	Never went to school	30	9.1	9.1	100.0
	Total	328	100.0	100.0	

Source: Field Data, 2019

As indicated in the table above, 30.8% respondents had completed secondary education, 26.8% respondents had completed primary level of education and only 3.7% fathers/guardians had never gone to school.

Also findings from the mothers’/guardians’ level of education revealed that 32.9% mothers/guardians had completed primary educations, 23.2% had completed secondary education whereas only 8.2% had completed diploma. The majority of the pupils’ parents/guardians completed at least primary level thus could interpret pupil’s academic performance.

In regard to the ability of parents to interpret pupils’ academic performance, a mother from one of the participating schools said that:

My children go to school every day and in the evening when they come have to show me what they have studied. If they passed the teachers’ work well, I give them some rewards to work harder and those who fail the teachers’ work I punish them and tell them to always pay attention to the teacher.

Another parent said that:

“Every morning when my children go to school, I follow them behind to see whether they actually reach at school. I have even gone further to inquire from teachers at what time my children reach school and how they behave while at school”.

Contrary to how the above parents responded, another parent when interviewed said this:

“When I send children to study and they don’t, it is up to them. if they don’t study they are the ones to suffer in future not me”

In relation to this, the head teacher of one school said that,

“Mothers are the most active parents in our school programs especially attending meetings and following up their children in schools but what pains me most is the fact that most of them are unemployed and dependent on their husbands who are not supportive at all in providing for their children”.

From the participants’ views it can be seen that parents’ involvement in pupils’ academic performance is largely associated with their education background. It is observed that parents that have high education levels are able to influence their children to go to school in addition to making follow ups and monitoring the performance of a child in school. On the other hand, parents with low education levels seem not to care.

4.3.2 Parents/Guardians’ level of education

Table 5: Parents/Guardians Education Level

	N	Mean	Std. Deviation
My parents check my books and homework	328	1.70	1.042
My parents assist me in doing my homework	328	2.43	1.355
My parents sign my academic homework	328	3.24	1.320
My parents write comments about my homework	328	3.22	1.382
My parents read and reply the letters from school	328	2.01	1.131
I have enough time at home to study	328	1.97	1.050
My parents give me a lot of domestic work to do at home	328	3.36	1.429
My parents deny me time for revision at home	328	3.77	1.398

Scores from the 8 point Likert scale concerning the parents'/guardians' level of education indicated that parents checking books and homework with mean scores of $M=1.70$, $SD=1.042$, parents' assistance in doing pupils home work ($M=2.43$, $SD=1.355$), parents reading and replying the letters from school ($M=2.01$, $SD=1.131$) and pupils having enough time at home to study with ($M=1.97$, $SD=1.050$) were the tool items that were more influencing pupils' academic performance.

Other tool items such as parents signing academic homework ($M=3.24$, $SD=1.320$), parents writing comments about homework ($m=3.22$, $SD=1.382$), parents giving pupils a lot of domestic work to do at home ($M=3.36$, $SD=1.429$) and parents denying pupils time for revision at home ($M=3.77$, $SD=1.398$) were less influential in determining the academic performance of pupils.

When asked about her involvement in helping her child with homework, a parent of a child at one of the schools responded that:

"I never studied because of not knowing the value of education. But I want my children to study and get jobs in government and be paid salary every month like their teachers are".

In some schools, teachers were found complaining about the laxity of some parents in providing for their children. For example, a male teacher from one of the schools said,

"Most parents don't know the value of education and we find it hard to convince them to provide for their children's needs for effective learning".

This clearly indicates that pupils with parents/guardians that are educated especially professionally have an advantage of being assisted in homework since parents always want their children to communicate. On the other hand, when a parent is not educated, the child is likely to face inadequate guidance in homework which may affect his/her performance at school as well.

4.4 Parents' occupations and pupils' academic performance

Table 6: Influence of parents' Occupations on Pupils' Academic Performance

	N	Mean	Std. Deviation
My parents stay with me at home	328	1.78	.885
My parents are available to help me in homework all the time	328	2.76	1.386
My parents always visit the school to make a follow up about my academic progress	328	2.29	1.243
My parents are too busy to attend my academic issues	328	3.53	1.409
My parents' occupation doesn't allow them to attend school meetings	328	3.38	1.452
My parents' occupation makes me absent most of the time	328	3.98	1.201

From the table above, findings showed that parents staying with pupils at home ($M=1.78$, $SD=.885$), parents always visiting the school to make a follow up about pupils' academic progress ($M=2.29$, $SD=1.243$) were more influential in academic performance of pupils.

Tool items such as parents' availability to help pupils with homework all the time ($M=2.76$, $SD=1.386$), parents being too busy to attend academic issues ($M=3.53$, $SD=1.409$), parents' occupation doesn't allow them to attend school meetings ($M=3.38$, $SD=1.452$) and parents' occupation making them absent most of the time ($M=3.98$, $SD=1.201$) were not common and found to be less influential to pupils' academic performance.

During the interview held with some schools' Head teachers about the influence of parents' occupation on pupils' academic performance, a head teacher from one of the schools stated that:

“Every time I call parents for meetings here, a few come and among the few who come, most of them are women who in most cases are unable to pass workable and achievable resolutions made in the meetings”.

With the economic situation prevailing in the country, most of the parents are always busy looking for a living. Therefore, they pay little attention to education-related matters and this greatly influences academic performance of their kids. This statement is qualified by a female headteacher who asserted that,

“Every time I send letters to parents inviting them for meetings, they do not comply as required of them simply because most parents have informal occupations and complain that their employers would fire them every time they miss the day’s work. This makes my work very complicated because of lack of parental input in regard to effective academic performance. Even when I send children to get school dues, children end up not coming back”.

Some parents have low earning occupations and their voices are not heard when they talk. Therefore, they contribute less to school programmes. Parents think clearing school dues is enough but also their knowledge and opinions could greatly influence the academic performance.

Table 7: Parental Income and academic performance

	N	Mean	Std. Deviation
My parents pay school fees in time	328	1.73	.829
My parents buy me enough textbooks	328	2.63	1.465
My parents buy me required school uniform	328	1.72	.850
My parents provide me with enough exercise books and pens	328	1.70	.765
My parents pay for my remedial teaching	328	1.95	1.014
The house we live in at home has water and electricity	328	2.66	1.420

My parents pack for me lunch at school	328	3.00	1.626

Source: Field Data, 2019

Statistical data from the table above, reveals the figure for parents paying school fees in time (M=1.73, SD=0.829), parents buying the required school uniform (M=1.72, SD=0.850), parents providing enough exercise books and pens (M=1.70, SD=0.765) and parents paying for remedial teaching (M=1.95, SD=1.014) were more influential on academic performance.

Items like parents buying enough text books (M=2.63, SD=1.465), the house pupils lived in at home having water and electricity (M=2.66, SD=1.420) and Parents packing lunch for pupils at school (M=3.00, SD=1.626) were less influential in determining academic performance of pupils.

In regard to low academic performance realized in the Municipality, the Area Education Officer said,

“We attribute the decline in pupil’s academic performance to high rate of pupil absenteeism and lack of midday meals which result into low curriculum coverage.

He also said that, *“The government has played its part of providing the necessary capitation grants to schools and deployed staff in these schools. We are really convinced that most parents have neglected their responsibility in supporting their own children”.*

He also said that in schools where academic performance is better, parents have committedly played their part.

“We have some few schools where performance is better. This is attributed to high level of parental commitment to doing school activities aimed at motivating their staff to work. We get this information from the school inspection and support

supervision we carry out in schools and from guidance and counseling sessions we hold with teachers and head teachers”.

Parents with low income tend to engage their kids in casual labour in order to meet school dues. In so doing they are assigned some duties such as casual work in the construction sectors, factories, farming which contributes to absenteeism and prone to peer groups involved in smoking, alcoholism, fights among others. Being absent implies that a pupil has missed some class work material which affects the academic performance in the long run. Evans (2004) supported this that lower-income children have less stable families, greater exposure to environmental toxins and violence, and more limited extra-familial social support networks.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary and discussion of the findings. The conclusions and recommendations to the policy makers, school administrators and pupils are also presented.

5.1 Summary and Discussion of the Findings

Findings revealed that more pupils (90%) participated in the study because they were the main target study respondents. 30.5% of them had spent 1-3 years in the schools, 57.0% of them were girls, 40.9% of them were in the age group of 13-14 years and 87.8% of them had parents.

Regarding objective one (I) about the influence of parents' level of education on pupils' academic performance, the majority had completed secondary level of education (30.8%). On the other hand, the majority of the mothers/guardians (32.9%) had completed primary level of education. The majority of the parents had attained some level of education. Few parents/guardians had completed degrees as the highest education level yet according to Sarigiani (1990), parental level of education has been found to be significantly related to the educational attainment of their children in both rural and national samples. Children from parents with higher education levels tend to do better than the ones from parents with low education level because the latter may form a cycle of uneducated family members. Therefore, pupils with parents who did not go to school or with low education background faced problems such as being stopped from daily attendance of school by illiterate parents, lacked parental support on homework and sometimes could be discouraged from going to school by both parents and their fellow class mates thus affecting the performance of a child.

In addition, findings showed that parents checking books and homework ($M=1.70$, $SD=1.042$), parents assisting pupils in doing home work ($M=2.43$, $SD=1.355$), parents reading and replying to the letters from school ($M=2.01$, $SD=1.131$) and pupils having enough time at home to study with ($M=1.97$, $SD=1.050$), indicated positive statistical influence implying that such items were being practiced. This is in line with Zehri and Abdelbaki's (2013) findings who submitted that parents' educational background influences the academic achievement of students. This is because the parents are in a good position to be second teachers to the child; and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child.

Although most studies show that the education level of parents affects how well children perform in school (Adekey, 2002; Akujieze, 2003; Rothstein, 2004), in some cases, parents who had little or no education usually ensured that their children receive good education. It is believed that a child from a well-educated family with high socio-economic status is more likely to perform better than a child from an illiterate family (Rothstein, 2004). Children with parents that never went to school or with low education background were affected by such factors since they did not assist in homework, did not read the letters assigned to them from a school and had no time for them.

On the other hand, factors such as parents signing academic homework, parents writing comments on homework, parents giving a lot of domestic work to do at home and parents denying time for revision at home were less practiced.

From the second study objective concerning the influence of parent's occupation on pupils' academic performance, parents' occupation and income were analyzed. According to the results, parents staying with pupils at home ($M=1.78$, $SD=.885$), parents always visiting the school to make a follow up about pupils' academic progress ($M=2.29$, $SD=1.243$) showed an enormous statistical influence towards pupils' academic performance. The occupation of parents was significant to pupils' academic performance since jobs that were not much busy gave parents time to visit the school to make a follow up about their children's progress in academic performance.

In the same way, Adekey (2002) contended that parents are the primary persons in raising children in any society that is why the family is regarded as the primary agent of socialization and it is through parent's occupation and efforts that children are socialized to become productive citizens in education and general life. Therefore, it is the role of parents to nurture their children and make follow up both at home and schools and this is possible when the parents' occupation is flexible.

In addition, Ajayi et al. (2003) conducted a study on parents' education, occupation and real mothers' age as predictors of students' achievement in Mathematics in some selected secondary schools in Ogun state, Nigeria. In their study, they found out that parents' occupation was next to parents' education in predicting academic achievement in Mathematics. Thus parents that have good academic record are able to extend knowledge to their children through mentoring pupils in home work, paying visitations at school and contributing to school decisions. They thus contribute to the academic performance in schools.

Also, responses from the findings about the parents' income, tool items such as parents paying school fees in time ($M=1.73$, $SD=0.829$), parents buying required school uniform for pupils ($M=1.72$, $SD=0.850$), Parents providing pupils with enough exercise books and pens ($M=1.70$, $SD=0.765$) and parents paying for pupil's remedial teaching ($M=1.95$, $SD=1.014$), showed a statistically influence towards pupils' academic performance in primary schools of Kabale municipality.

According to Akujieze (2003), parents' occupational status measures social position by describing job characteristics, decision making ability and control, psychological demands on the job. Parents' occupation determines the type of education a child receives from his/her parents. For example, high paying schools that encouraged after classes extra readings and homework completion were likely to produce good results at PLE compared to the schools that did not extend such advice to their pupils. This was determined by the occupations and income of their parents since good occupations and high-status parents put their children in better schools, paid school fees in time and provided enough scholastic materials.

According to Ogunshola and Adewale (2012), parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothstein, 2004) largely because a high occupational class or prestigious occupations tend to promote economic reserves or

assets, presents a source of security by providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably.

5.2 Conclusions

The study concludes that parental level of education was statistically significant towards pupils' academic performance in Kabale municipality. The educational attainment of their children in both rural and national samples was easily influenced by their conducive home study environment.

Also basing on the findings from objective ii about the parents'/guardians' occupations influences on academic performance, the study concludes that parents' occupation was found to be significant.

Further, in regard to the income of the parents, conclusion made is that the income of the parents was significant towards pupils' academic performance.

5.3 Recommendations

The study made recommendations to different stakeholders such as government (policy makers) and the school administrators, the parents and opinion leaders to consider so that good academic performance of pupils in Kabale municipality is attained.

Policy Makers: It is strongly recommended that unemployment should be controlled. Pupils from poor families should be provided with scholarships, free books and other stationery. In addition, it is also recommended that government should take steps to raise socioeconomic status of such pupils' families.

Educational facilities play a fundamental role in improving the educational outcomes of students. Therefore, it is strongly recommended that government should ensure the provision of educational facilities for pupils such as enough seats, good hygiene facilities like toilets, enough structures among others.

School Administrators: School administrators being the technical people on ground should thoroughly advise parents irrespective of their education level on the values of educating their children. This can be backed by parents giving children more time to make revisions and limiting absenteeism of their children

School administrators are encouraged to comply with national policies aimed at providing quality education to children in schools. This is possible by buying and emphasizing hygiene facilities, scholastic materials, and ensure that they are put to proper use in schools.

Pupils

Pupils are also recommended to always accomplish their homework from school in order to get time for doing home activities while at home.

Parents

The majority of the parents are not aware of the home environment that influences students' academic achievement and therefore it is strongly recommended that parents should be made aware of the importance of home environment in their children academic achievement. For this purpose, teachers, educationists and leaders may play their role to make them aware of the importance of home environment for their student's academic achievement. It is the responsibility of Parents to understand that they can improve the education of their children through encouragement, provision of educational facilities and participation.

It is strongly recommended that interaction and communication between the parents and teachers should be strengthened since their involvement and participation influences pupils' academic performance.

Parents are advised to pay full attention to their children's education at home. They should make a timetable for their children regarding homework and studies. In this way their academic performance will be improved.

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APPENDICES

Appendix 1: Pupils Questionnaire.

This questionnaire is intended to gather information on “The influence of Parental Socio-Economic status on Pupils’ academic performance in Kabale Municipality”

Kindly answer the following questions as honest as possible. Your response will be held with strict confidentiality as possible. Please do not indicate your name on the questionnaire.

Tick (✓) or respond appropriately.

SECTION A: Respondent’s bio data

1. How long have you been a pupil in your school?

1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years ☐
6 years ☐ 7 years ☐ 8 years ☐ 9 years ☐ 10 years ☐

2. What is your gender?

Boy ☐ Girl ☐

3. What is your age group?

8-10 years ☐ 11-12 years ☐ 13-14 years ☐ above 14 years ☐

4. How many pupils are in your class?

.....

5. What was your position in class last term?

.....

6. Do you have both parents?

Yes ☐ No ☐

7. How many wives does your father have?

1 ☐ 2 ☐ more than 2 ☐

SECTION B: Parental Education

1. What is the level of your father's/guardian's education?

Degree ☐ Diploma ☐ Certificate ☐ Secondary ☐
 Primary ☐ never went to school ☐

2. What is the level of your mother's /guardian's education?

Degree ☐ Diploma ☐ Certificate ☐ Secondary ☐
 Primary ☐ Never went to school ☐

3. Do you have other siblings who are pursuing higher education?

Yes ☐ No ☐

Tick (✓) or respond appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly Disagree
My parents check my books and home work					
My parents assist me in doing my home works					
My parents sign my academic home works					
My parents write comments about my home works					
My parents read and reply the letters from school					
I have enough time at home to study.					
My parents give me a lot of domestic work to do at home					
My parents deny me time for revision at home					

SECTION C: Parental Occupation

1. What is your

a. Father's occupation?

.....

b. Mother's occupation?

.....

c. Guardian's occupation?

.....

2. What type of occupation does your parent do?

Government job ☐ Non-Government job ☐ Casual ☐
No job ☐

Tick (✓) appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
My parents stay with me at home					
My parents are available to help me in home work all the time					
My parents always visit the school to make a follow-up about my academic process					
My parents are too busy to attend my academic issues					
My parents' occupation does not allow them to attend school meetings					

My parent' occupation makes me absent most of the time.					
---	--	--	--	--	--

SECTION D: Parental Income

Tick (✓) appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
My parents pay school fees in time					
My parents buy me enough text books					
My parents buy me required school uniform					
My parents provide me with enough exercise books, pens					
My parents pay for my remedial teaching					
The house we live in at home has water and electricity					
My parents pack for me lunch at school					

THANK YOU

Appendix 2: School Administrators' Interview Schedule.

This interview schedule is intended to gather information on the impact of parental socioeconomic status on pupils' academic performance in primary schools in Kabale Municipality. Please respond to the interview schedule below as honestly as possible. Your responses are intended for study only and will be held with strict confidentiality.

SECTION A: Background information

1. How long have you been at this station?

.....

2. What is your job designation?

Head teacher ☐ Deputy Head teacher ☐ Head of department ☐
Director of studies ☐

3. How many schools have you served in since you got the current position status?

.....

4. How long have you served in the same position?

.....

5. Have you ever attended any administrative induction course?

Yes ☐ No ☐

6. If yes, how has it helped you to improve academic performance in this school?

(i)

(ii)

(iii)

(iv)

7. Do you keep records of the pupils you have in the school?

Yes ☐

No ☐

8. If yes, what majority types of pupils are in your school?

Total orphans ☐

Single parent ☐

Divorced ☐

Have all parents ☐

9. Do you serve lunch to all pupils at school?

Yes ☐

No ☐

10. If no, how has it affected academic performance?

(i)

(ii)

(iii)

11. If yes, how has it improved academic performance?

(i)

(ii)

(iii)

SECTION B: Pupils' parents education

1. What is the proportion of parents in your school that can read and write with understanding?

Majority ☐

Minority ☐

2. Do parents reply the letters you write to them about the academic of their children?

Yes ☐

No ☐

3. If no, what do you think are some of the reasons for not replying?

(i)

(ii)

(iii)

(iv)

4. How often do parents visit the school to monitor the academic progress of their children?

Once a term ☐ twice a term ☐ More than twice ☐

Don't visit the school at all ☐

SECTION C: Pupils' parents income

1. Do most parents pay school dues in time?

Yes ☐ No ☐

2. If no, what are the reasons for not paying in time?

(i)

(ii)

(iii)

3. If yes, how has it helped to promote academic performance in the school?

(i)

(ii)

(iii)

4. What happens to those children who fail totally to pay school dues?

.....

.....

5. How does low income of parents affect children's performance?

(i)

(ii)

(iii)

6. Compare the performance of children whose parents pay in time and those who delay or fail to pay.

.....

.....

SECTION D: Pupils' parents occupation

1. Do you normally have parents' meetings?

Yes ☐ No ☐

2. If yes, what has been the attendance?

Low ☐ High ☐

3. What reasons do most parents give for not attending meetings at school?

(i)

(ii)

4. What kind of work do most parents in your school do?

(i)

(ii)

5. What is the performance of children whose parents are employed?

Excellent ☐ Very good ☐ Good ☐ fair ☐ Weak ☐

THANK YOU

Appendix 3: Teacher's questionnaire

This questionnaire is intended to gather information on “The influence of Parents’ socio-economic status on pupils’ academic performance at primary in Kabale Municipality”.

Please answer the following questionnaires as candidly as possible. The responses will only be used for this study and will not be disclosed whatsoever. Do not write your name anywhere.

Tick (✓) or respond appropriately.

1. What is the enrolment on your class?

Below 25 ☐ 20-35 ☐ 30-45 ☐ 40-45 ☐ Above 55 ☐

2. What is the performance of pupils in your class?

Excellent ☐ very good ☐ Good ☐ fair ☐ Weak ☐

3. Which grade normally has the highest number of pupils in your class?

Div 1 ☐ Div 2 ☐ Div 3 ☐
Div 4 ☐ Div U ☐ Div x ☐

4. How do children from rich families perform?

Excellent ☐ Very good ☐ Good ☐ fair ☐ weak ☐

5. What is the performance of pupils from poor families?

☐ ☐ ☐ ☐ ☐
Excellent very good Good fair weak ☐

SECTION B: Pupils’ parents’ education

1. Do you maintain a record of pupils’ parents in your class?

Yes ☐ No ☐

2. If yes, what is the level of education of most pupils’ parents in your class?

Degree ☐ Diploma ☐ Certificate ☐ O Level ☐
P.7 level ☐ Never went to school ☐

Tick (✓) appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
Parents/guardians visit/ come to class to monitor academic progress of their children					
Parents sign their children's home work.					
Parents write comments on their children's home work					
Parents attend and participate in PTA meetings					
Children whose parents make follow up at school perform well					
Children whose parents don't make follow up at school don't perform well					

SECTION C: Pupils' Parents' income

Tick (✓) appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
Pupils from rich families perform well in					

class					
Pupils from poor families don't perform well in class					
Parents pay fees in time					
Majority of pupils who delay in paying school dues don't perform well in examination					
Majority of pupils who pay school dues in time perform well in examination.					
Majority of pupils come with packed lunch at school					
Parents pay for remedial teaching					
Most pupils have enough scholastic materials					

SECTION D: Pupils' Parents occupation

Tick (✓) appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
Pupils whose parents are employed perform well in class					
Pupils whose parents don't have jobs don't perform well in class					
Parents are found of absenting their children to help them in work					
Pupils are mostly involved in their parents' non academic work which affects performance					
The work of parents has no effect on pupils' performance in class.					
Pupils who are regularly absent don't perform well in class					
Pupils who attend class regularly perform well in class					

THANK YOU

Appendix 4: Interview Questions for parents.

This questionnaire is intended to gather information on “The influence of parents’ socio-economic status on pupils’ academic performance at primary in Kabale Municipality.”

Tick (✓) or respond appropriately.

The responses will only be used for this study and will not be disclosed whatsoever. Do not write your name anywhere.

SECTION A: Background information

1. For how long have you been a parent or a member of school management committee in this school?

.....

2. What role do you play in the school?

.....

3. Have you ever attended any parents' meetings at school?

Yes ☐

No ☐

4. If yes, write strategies you have put in place to improve your children's academic performance.

(i)

(ii)

(iii).....

(iv).....

5. Are you invited for academic days at school?

Yes ☐

No ☐

6. If yes, how did you find the performance of your child in class?

Excellent ☐

Very good ☐

Good ☐

Fair ☐

Weak ☐

SECTION B: Parents' education

Tick (✓) or respond appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
I can read and write with understanding					
I supervise my child while doing home work					
I read and sign my child's home work					
I sign my child's home work without signing it					
I discuss with teachers about my child's performance					

SECTION C: Parents' income level

1. Do you have any source of income?

Yes ☐

No ☐

2. If yes, what is your source of income?

.....

3. How many children do you have in this school?

.....

4. Do you have children in other schools you pay for?

Yes ☐

No ☐

5. What challenges do you face while paying school fees?

- (i)
- (ii)
- (iii)
- (iv)

6. Mention some facilities you have put in your home to help your child to do home work or help your child in learning.

- (i)
- (ii)
- (iii)

Tick (✓) appropriately.

	Agree	Strongly agree	Not sure	Disagree	Strongly disagree
The income I get enables me to meet my family needs					
My income keeps on changing					
I pay school fees in time					
I buy enough scholastic materials for my child(ren)					
I buy holiday package for my child(ren)					
I get loans to pay for my child's					

education					
I buy the required uniform for my child(ren)					

SECTION D: Parents' occupation level

Tick (✓) appropriately.

	Agree	Strongly Agree	Not sure	Disagree	Strongly disagree
The job I do doesn't stop me from attending to my child's academic work at home.					
The job I do denies me time to attend to my child's academic work at home.					
My child participates in the work I do to earn income					
The work I do requires me to put my child in boarding					
I get time to visit my child at school					
The job I do doesn't affect my child's performance					
The job I do doesn't allow me to live with my					

family all the time.					
----------------------	--	--	--	--	--

THANK YOU

Appendix 5: Area Education officers' interview schedule

1. For how long have you been in the office of Education?

.....

2. How often do you attend PTA/SMC meetings in school?

.....

3. Do you do regular supervision in schools?

.....

4. If yes, what factors bring about poor academic performance in schools?

a)

b)

c)

d)

e)

5. What roles are parents expected to play to improve academic performance of their children?

.....

.....

.....

.....

6. What reasons do most parents give for poor academic performance?

.....

.....

.....

7. What reasons do most head teachers give for poor academic performance?

.....

.....

8. How do you find the relationship between parents, teachers and school administrators?

Excellent ☐ Very good ☐ Good ☐ Fair ☐

Weak ☐

9. How has this relationship affected performance?

.....

.....

THANK YOU

Key:

Excellent -5

Strongly Agree - 2

Very Good -4

Agree - 1

Good	-3	Disagree- 4
Fair	- 2	Strongly disagree - 5
Weak	- 1	Not sure - 3

Appendix 6: Budget Plan

This study incurred the following costs as presented in the table below;

Item	Cost(UGX)
Proposal writing & binding	40,000
Questionnaire Administration	120,000
Data collection	520,000
Stationery	80,000
Transport	50,000
Report writing and book binding	480000
Miscellaneous	50,000
Total	1,340,000

