PUPILS' HOME BACKGROUND AND ACADEMIC PERFORMANCE IN GOVERNMENT - AIDED PRIMARY SCHOOLS IN MAKINDYE DIVISION OF KAMPALA DISTRICT OF UGANDA

BY

JANE KYAKUWA
2009/HD/20/MEPPM
DIP. EDUC (ITEK), BED (MAK)

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DECLARATION

I, Jane Kyakuwa, declare that the research report is my academic work and has never been submitted to any university or institution for any academic award.

.....

Jane Kyakuwa

Date: 16/10/2013

APPROVAL

We confirm that the research report presented was carried out by the candidate under our supervision.

..... Date..16/10/2013.....

Dr. Aron Y. Otto
Senior Lecturer
Department of Distance Education,
Kyambogo University.

..... Date..16 October 2013

Mr.Edward Ntare Rutondoki.
Department of Psychology,
Kyambogo University.

DEDICATION

This dissertation is dedicated to my dear husband Mr. Bernard Mugisha, my lovely children Rebecca Namara, Calvin Klein Mugisha, Keith Cossy Mugisha and Esther Essy Kirabo. My Daddy Mr. Manyonyozi William. My sisters, Margaret, Monica and Violet. Without their support and sacrifice, I would not have produced this work.

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ABBREVIATIONS

CVI	:	Content Validity Index
MDG	:	Millennium Development Goals.
PLE	:	Primary Leaving Examination.
SAQ	:	Self Administered Questionnaires
UNEB	:	Uganda National Examinations Board
SES	:	Socioeconomic Status

DEFINITION OF TERMS USED IN THE STUDY

TERM	DEFINITION
Academic performance:	An outcome from a test administered to pupils in schools
Family:	The smallest socio unit usually headed by a father and in which mother and children belong
Government aided Primary School:	Schools in which the government is a key player in terms of management, teacher recruitment and payment
Home Background:	This is a foundation a child gets from his/her place of residence and how this basis helps such a child with academic work
Household factors:	Variables existing in a home which could either negatively or positively affect schooling
Intelligence tests:	Tests administered for purposes of establishing ability of pupils
Primary Education:	The seven year cycle of education that paves the way to secondary education and which lays a foundation for the later
Primary Leaving Examinations:	Examination done as entrance to secondary level of education
Quality of education:	How good or bad an education system of an area or country is described
Socioeconomic status:	This is how rich or poor a certain family is and how this affects children's learning in schools

ABSTRACT

This study was conducted to explore the relationship between home background and pupils' academic performance in Makindye Division, Kampala District. The study designed to find out how the socio economic of parents affected academic performance of pupils. It also examined how family type and size affected primary school pupils' academic performance. The study was conducted in that particular area because in the past five years, pupils' academic performance in government aided schools has been deteriorating tremendously. The study was conducted using a cross sectional survey design. A total of 320 primary school pupils aged 10 – 14 years, 4 head teachers, 18 teachers and 20 parents participated in the study. The researcher used a t-test for independent samples to analyze some of the data. The study revealed that in Makindye Division respondents indicated that socioeconomic status as well as family type did not affect pupils' education achievement. Further findings showed that pupils' family size affected their academic achievements. In the two cases (socio economic status and family type) the calculated t-value for level of significance 0.05 was 0.59 and 2.07 respectively. This was less that the critical value of 2.308 hence leading the researcher to retain the hypothesis. The calculated t-value was 8.48 which was greater than the critical value. The study concluded that socioeconomic status and family type did not affect pupils' academic achievement in Makindye Division Primary schools. Further findings showed that family size affected pupils' academic achievements. This was partly due to the inability of parents to provide for the required scholastic materials for their children. Basing on the findings and conclusions discussed above, the researcher recommended that; in order to improve teaching there was a need for educational authorities to improve on staffing, pupils' admission and curriculum delivery that affect academic achievement in schools. Seminars should be organized for parents from polygamous families to sensitize them on the good and bad home practices and their effects on the children's academic performance. Lastly, parents from large families should be sensitized on reproductive health and family planning methods.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Scholars of education world over have continuously asserted the efficacy of education as a veritable tool for the development of an individual, the society and the nation at large. Based on this assertion, most nations are concerned with the provision of a very functional education to their citizens. This is due to the fact that they believe that the solutions to all nations socio, economic and technological problems could be unraveled and solved through the process of education to the citizens. Therefore, the perception people have about the home background and its role in shaping academic achievement in schools needs to be clearly understood. This is due to the fact that the type of family the child comes from to a great extent determines his/her schooling. It is on that note that the researcher conducted this study to examine the relationship between pupils' home background and academic performance in government aided schools in Makindye Division, Kampala District.

1.1 Background.

This background was presented in four perspectives namely; historical, theoretical, conceptual and contextual considerations. This was due to the fact that a study would best be anchored in the above four dimensions.

1.1.1 Historical Perspective:

In this case the study traced back the history of the problem being investigated. The researcher further traced historical attempts by other scholars to deal with the problem including their findings, results and recommendations.

According to Ssekamwa, (1995) Africans had indigenous education before the coming of the Europeans. Each society was engaged in educating its people by passing its culture, beliefs and values (informal education). The main objective of this type of education was to integrate the learner in the community so that its members share the same identity, important aspects of life, what to do and how to do it. The methods of teaching involved play with peers, through

stories, myths, songs, proverbs and riddles which are referred to as oral literature. The young also attended cultural functions such as religious ceremonies, funerals and marriages among others. Punishments were also used to discourage the learner from undesirable behaviors. The teaching and learning of basic knowledge and skills was arranged in homesteads around fire places at night, in the sleeping houses and in places where people carried out economic, political and social activities concerning the entire society. In this case each society used meticulous teachers who were mainly the elders, relatives and friends. These informally carried out assessment on what they taught which was guided by the values and norms of particular society. By and large this shows that in indigenous education children spent most of their time with parents, elders and siblings. As a result they had great influence in their learning. Similarly, in the formal education system it is widely believed that the family from which a pupil comes has a great effect on his/her learning.

Ssekamwa, (1971) also observed that formal education was introduced by the different missionary groups such as; the Church Missionary Society from Britain (1877), White Fathers from France (1879), Mill Hill Fathers from Italy, (1896) and Verona Fathers also from Italy,(1910). These four missionary societies guided the formation of schools like Namilyango (1902), Mengo, (1904) Gayaza and Budo (1905). By 1920 an elaborate system of education along the present day lines had been established by the missionaries with the main aim of imparting literacy skills in their converts to enable them read the Bible, the Catechism and other religious literature. The type of education system that was introduced by the missionaries was denomination as well as wasteful as it duplicated resources. Subsequently, government took over the control of schools after the passing of the 1963 Education Act which empowered it to take up the management of schools in order to improve education planning, organizing and coordination.

1.1.2 Theoretical Perspective:

In this part of the background, the researcher sought to clearly state the basic theoretical orientations rooted in known theories such as the classical and neoclassical theory of the phenomenon under investigation.

This study viewed academic performance from a system perspective. Systems theory, developed by a biologist, Ludwig von Bertalanffy, (1968) pointed out that it was a framework by which one could analyze or describe any group of objects that work in concert to produce some results. In general, system means a configuration of parts connected and joined together by a web of relationships. It stipulates that a system is composed of regularly interacting or interrelating groups of activities to produce an outcome. For this study, it was believed that parents' socio-economic status, family type (monogamy/polygamy), and family size interact to produce an outcome namely; pupils' academic performance. The only meaningful way to study a school was to look at it as a system where education programmes were innovated and re-innovated. This helps to realize the important part each plays to the entire school system. It also helps to eliminate those parts that make negative contributions. Due to the above supposition, schools should be studied as a whole rather than in parts. The researcher preferred the system theory to the neo-classical theory, due to the fact that the latter looks at schools as fragmented and closed social units independent of external forces. It was on this basis that pupils in Makindye Division could be influenced by their home background.

However, in adopting the systems theory, the researcher was aware of its shortcomings. The interrelationships among the different components needed to be understood by all interest groups. The theory also called for a vision to be shared amongst the stakeholders a task which was not easy to achieve.

1.1.3 Conceptual Perspective

The study variables were hereby conceptualized by identifying and stating the basic elements constituting the study variables and how they were related in the study.

The dependent variable in this study was the academic performance which according to the worldwide website http.//www.answers.com.accessed on 13.11.10, refers to how pupils deal with their studies and how they cope with or can push different tasks given to them by their teachers. Gove, (1993) defined academic performance as the standard to which

someone/pupils does something such as a job or examination. Academic' performance was looked at in terms of how pupils performed. The degree/extent to which the pupils are be able to achieve the stated goals/objectives of education in any given society. The fulfillment of those goals is usually manifested through completing schooling, improved test scores as well as the acquisition of the relevant life skills (Scheerens, 1992). It was also evident in learners who were engaged in a lesson, those who sustained concentration as well as making significant progress in class (Rutter & Maughan, (2002)). Academic performance in this study was looked at in terms of how pupils performed in midterm one and end of term one in English examination, 2011.

The independent variable in this study was pupils' home background. Gove, (1993) defines a home as a place where one lives; while background refers to the type of family, economic social or cultural position that someone comes from. In this case it was widely believed that families which practice authoritative parenting as well as those with a good amount of resources have pupils who report higher academic achievements. Home background in this study refered to pupils' environment where they stay with their parents. It further looked at parents' socioeconomic status, family type (monogamy/polygamy), family size and how it affects pupils' academic performance.

1.1.4 Contextual Perspective

In this part of the background the researcher presented it in comparative terms, what should be (the ideal) against what was happening on the ground contrary to the ideal.

According to Williams, (2003) family socioeconomic status was an important determinant of pupils' academic performance in schools. However, it was not clear whether pupils made education decisions by calculating costs, anticipating benefits, probability of success and the attractiveness of alternative options. This was likely to impact on their scores and completion rates in schools. Olubadewo and Ogwu, (2005) also observed that children should spend at

least 87% of their out of school time under the influence of parents. However, such parents could be categorized into; single parent, surrogate parents, step parents and extended family relationships. In such families children were exposed to diminishing parental care love and affection. This was likely to impact upon their acquisition of higher and lower order thinking skills. A point to note is that all the above studies were carried out in other areas, necessitating a need for a similar study in Makindye Division, Kampala District.

In a baseline study that was conducted by Ndungutse, (2012) it was established that pupils in the division faced the risk of exposure to bad home management practices as well as exposure to health threatening infections and deteriorating quality of life. For example, the study indicated that 81.4% of the houses in the division were headed by youthful parents with a mean age of 28.3 years. Such parents could not carry out authoritative parenting hence a likely hood of affecting pupils' education outcomes. Through community mapping the study identified 12 shrines as well as 17 local brew distilling points. Needless to state, the area below the railway line which was occupied by the biggest population hardly had any schools, hence children moved to far off areas to access the schools. In the study it was also identified that most households were in slums with poor public health facilities whereby only 10% of the households had toilets of which 48% were pit latrines.

Statistics from the division education office also show that the level of academic performance of pupils had consistently been reported to be low in the Primary Leaving Examinations (PLE). For example, 80% of the pupils who sat PLE in 2008 failed. Stakeholders and scholars interpret the cause for this unsatisfactory PLE performance differently. UNEB (2007:2010) attributes it to poor teaching by the majority of teachers whereby pupils give generalized answers which are not backed up by relevant examples. With the above background therefore there is a need to establish the impact of home background on pupils' academic performance in the division.

1.2 Statement of the Problem:

Pupils' academic performance determines how well educational, social and individual financial resources were utilized (Nwankwo, 1981). If pupils perform well, it implies that resources are properly utilized but if they perform poorly, surely resources would have been wasted. According to the Government White paper, (1992) objective one of primary education was to assist pupils to achieve functional literacy and communication in at least one Ugandan language and English. This objective matched with goal 2 of the United Nations, (2000) millennium development goals (MDG) 'To achieve universal primary education'. In order to realize the objective of primary education cited above and also to achieve the above MDG goal, there would be a need for a good home background which could give a good foundation to primary school pupils once enrolled in schools. However, it was not that academic performance in Makindye Kampala had been reported to be low. For example 80% of the pupils who sat for PLE in 2008 failed (Makindye Education Office). Many schools faced a problem of poor academic results which led to several undesirable outcome such as wastage of funds by government, donors and parents on repeaters expenditures, which eventually led to higher chances of pupils dropping out of schools.

The cause for this failure remained unclear. Teachers attributed it to poor administration. On the other hand, school administrators attributed it to poor curriculum delivery by teachers. For example, the head teacher Mirembe Primary School, (Makindye Division) blamed the teachers for neglecting their duties in Term Three 2010 as a possible cause for poor performance in the school (minute 2: communication from the chair, meeting dated 12.10.10). If such a trend persisted unchecked, schools were likely to register continuously poor grades which would in turn not only affect PLE results, but also have a spill over to secondary education. This study was therefore an attempt to analyze the relationship between home environment and pupils' academic performance in selected primary schools in Makindye Division.

1.3 Purpose

The purpose of this study was to examine the relationship, between pupil's home background and their academic performance in government aided primary schools in Makindye Division Kampala District.

1.3.1 Objectives

The study was guided by the following objectives:

(i) To find out how socioeconomic status of parents affects academic performance of pupils in primary schools in Makindye Division Kampala District.

(ii) To investigate how family type affects academic performance of pupils in primary schools in Makindye Division, Kampala District.

(iii) To find out whether family size affects academic performance of pupils in primary schools in Makindye Division, Kampala District.

1.3.2 Hypotheses

The research tested the following hypotheses:

(i) There is no significant difference between socioeconomic status and academic achievement in government aided primary schools in Makindye Division, Kampala District.

(ii) There is no significant difference between family type and pupils' academic Performance in primary schools in Makindye Division, Kampala District.

(iii) There is no significant difference between family size and pupil's academic performance in government-aided primary schools in Makindye Division, Kampala District.

1.4 Scope

The study concentrated in Makindye Division, Kampala District because it has 17 government-aided primary schools which were adequate for the study. Pupils in primary six in the four government schools in Makindye Division participated in this research by providing information

related to the purpose of this study. It was conducted between June 2011 and October 2011. In content, the study focused on home background that is socioeconomic status, family type as well as family size as factors that affect academic performance of pupils in Makindye Division in Kampala District.

1.5 Significance

This study could help Makindye Division identify home backgrounds that might be positive or otherwise affect pupils' academic performance in the region.

- It could help policy makers in designing appropriate teaching syllabi in the areas of content, methods and instructional materials.
- It could assist teacher trainers to change their training methodology so that there is some linkage of what student teachers have to teach.
- The study would support teachers in preparing lessons in line with content, methods and instructional materials.
- The study could also benefit future researchers by contributing to the literature on home background and pupils' academic performance.
- Future researchers might use the generated information to carry out more related studies in different parts of the world.

1.6: Conceptual framework

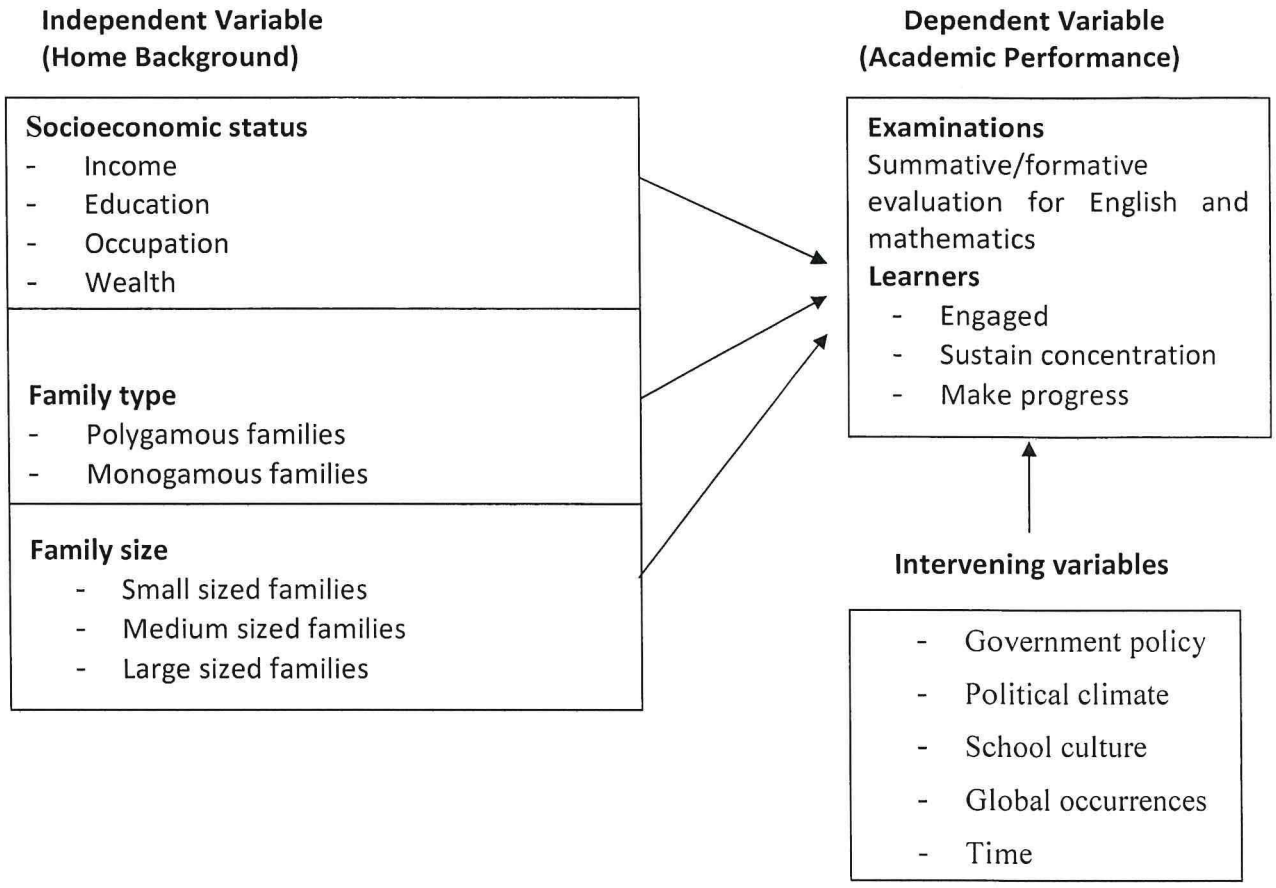

Figure .1: Provided a framework relating to home Background and academic performance.

Source: Adapted from Cole, (2004). This is because Cole (2004) convincingly showed how variables in the research could be operationalized in order to achieve the set objectives.

In figure 1, the framework suggests that the independent variable was conceptualized into three home background factors, namely; socioeconomic status, family type and family size, while the dependent variables were academic performance which was conceptualized as a summative and formative evaluation for English and Mathematics examinations. It was also conceptualised into learners who were engaged in a lesson, those who sustained concentration as well as making significant progress in the class, concepts were shown in the figure above. Figure 1 further

hypothesizes that home background that is socioeconomic status and family type positively affects academic performance and family size affects academic performance negatively. However, there is a need to note that intervening variables work hand in hand with other factors such as school culture, global occurrences and political climate to affect academic performance. For example, global occurrences like the rise in fuel prices can affect the operationalization of both the domestic and school budgets. Aware of the above, in order to control extraneous variables in the study the researcher applied techniques such as randomization as well as holding variables constant (Amin, 2005). In this case participants such as pupils were randomly selected from the accessible population. Respondents selected were usually met at one place and time which was generally the classroom, head teacher's office or parents' home.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction:

Numerous studies from the developed world show a positive correlation between home background and schooling. That is, factors such as household income and family type are important in determining access to education. This is so because educating a child attracts some potential costs right from during registration of pupils up to completion. It also calls for giving parental guidance, support and encouragement aspects which can be best handled by serious parents. This body of evidence requires comparisons across socio structures at different levels of development. Hence this study was conducted in the developing world to fill that knowledge gap.

2.1 Family's Socioeconomic Status and Pupils' Academic Performance

Socioeconomic status (SES) is an economic and sociological combined measure of a person's working experience and of an individual's economic and social position relative to others, based on income, education and occupation (Kraus & Keltner, (2008)). Many scholars had carried out independent studies on SES since the mid 1960s (Kraus & Keltner, op cit). The studies have recognized the importance of an individual's SES and its influence on academic achievement. In their independent studies scholars measure SES as an independent variable using purchasing power as an indicator of poverty status. On the other hand, parental education and occupation in the studies was normally established through analyzing bio data for participants. This acted as measures for family social status. Pupil's academic achievement as a dependent variable in the study was established through finding out the pupil's score in the school examination.

In that case therefore SES was broken into; high, middle and low SES so as to describe the three areas in which a family may fall into. In other words SES is a social standing or class of an individual or group. It reveals an inequality in access to and distribution of resources. There is consensus from scholars that SES of parents plays a big role in the education of the pupils. Low education and low income are strong predictors of physical and mental health problems among

children (Marmot, 2004). According to Scott & Leonhardt, (2005) a helpful, caring, compassionate and predictable home environment helps a child to cope with stress and uncertainties of the school. The family head should provide good diet, prepare for the baby and support the pregnant mother's needs including money to attend clinic (Scott and Leonhardt; Marmot op cit). Other ingredients which need to be provided include audio visual aids like computers, television and books (Marmot op cit).

Occupations such as physicians, lawyers and surgeons are ranked by census from organizations as most prestigious thus attracting high pay. Those jobs are considered to be grouped in the high SES classification. On the other hand, dishwashers, janitors, maids, housekeepers, vehicle cleaners are more hazardous and more laborious but provide little pay. They are thus classified in the low SES group. Kraus & Keltner, (2008). In this case one's level of income is judged from the type of job he/she is performing which will in turn reflect the quality of his/her pupils' academic performance in school. However, it is not indicated whether this view is applicable to both the developed and developing countries hence the need for this study.

Occupational prestige as one component of SES encompasses both income and educational attainment. Occupational status reflects the educational attainment required obtaining the job and income levels that vary with different jobs (Shapiro, 2004). Occupational status measures social position by describing job characteristics, decision making ability and control (Shapiro, op cit).

From the above, the scholars give occupation as component for SES basing on skill and education level. However, they ignore the fact that occupation is a difficult attribute to determine due to lack of an accurate scale to quantify skill or level of education. This may thus be an unreliable parameter for establishing SES and thus formed the foundation for this study in Makindye Division.

Yebazibwe, (2003) asserts that pupils from good SES families tend to have enough academic resources such as reading materials, school fees paid in time, conducive home environment to carryout personal reading while pupils from poor SES tend to lack reading resources, they are irregular at school due to school fees' problems, have a lot of home chores to carry out, to mention but a few. This is in line with Sandraluz and Pebley, (2004) when they posit that families from low SES affect children initial reading competence due to the low number of books owned and parent distress which creates a negative literacy environment. This is summed up by a Sandraluz, (2004:63)

Children in low SES acquire learning skills more slowly, and also exhibit delayed letter recognition. On the other hand those in high SES are more likely to be proficient on tasks of addition, subtraction and ordinal sequencing.....Low SES delays school readiness which is a period when children acquire the social, mental and physical skills that prepare them for classroom learning before they start school.

The same views are echoed by Aknle, (2007:13*)* "children from low SES develop academic skills slowly compared to those from higher SES. Initial academic skills are correlated with the home environment, where low literacy environment and chronic stress negatively affect a child's pre-academic skills".

Several studies have also attempted to relate SES to pupil's academic performance in cultural subjects. For example, Nkalubo, (1991), found out that those students who exhibit a high level of performance in music at 'O' level examination in some selected schools in Uganda tend to come from families within higher incomes and that they perform academically better in school.

According to Sandraluz, (2004) & Taylor, (1997) the neighbourhood has an influence on academic performance for pupils in schools. Pupils from bad neighbourhood are reported to have aggressive behavior. This is due to the stress level of their parents and older siblings (Sandraluz, 2004). Low SES is composed of peer groups which negatively influence children in a

variety of ways. The social network surrounding an individual exercises a strong influence on health, behavior and personal well being (Taylor 1997).Substance abuse is common in such areas and similarity among associates exists because of influence of associates on one another (Taylor op cit). In the end they shape the behavior of one another and this is a multiplier effect. Sandraluz (op cit) also reports that poor parents also move a lot looking for cheaper accommodation and this in turn affects students' academic performance.

Akanle, (2007) in a study concerning socio-economic factors influencing students' academic performance in Nigeria, established that insufficient parental income and lack of funding by government negatively influences students' academic performance. This is in line with Taylor, (1997) in which he observes that school conditions contribute more to SES differences in learning for pupils as compared to family characteristics. In this case schools from low SES are under resourced; they suffer from high levels of teacher migration and high turnover of good quality teachers. Taylor, (1997:43) further argues that, "A teacher's year of experience and quality of training is positively correlated with students' achievement''. Taylors' observation opens an academic debate on whether it is the school or home environment that gives a head start to pupils. It also points to the fact that there is a need to improve on the indicators of quality of education in schools. This is a farfetched question requiring an academic answer and formed the basis for this study in Makindye Division.

Acan, (1983)'s study revealed that family income positively affects academic performance of a child at primary leaving examinations (PLE) in Lira District. Income refers to wages, salaries, profits, rents and any flow of earnings received (Shapiro, 2004). It can be in form of unemployment or worker's compensation, social security, pension, interests or dividends, royalties, trusts, alimony or other governmental public or family financial assistance (Shapiro, op cit). From the above, one can argue that having enough resources in the home helps students' academic progress. However, the scholar ignores the fact that an increase in income does not necessarily imply increased consumption. Furthermore, the researcher ignores the

fact that household consumption may also be skewed in favour of goods of ostentation or opulence. The above may not help to improve pupils' academic environment.

In contrast, United Nations Department for Economic and Social Transformation, (2002) a study was carried out among Kindergarten pupils in 2001 to establish the link between family SES and academic performance for pupils. The scholars used home literacy environment and parental behavior as the two dimensions which were to represent SES. Home literacy environment consisted of; availability of books for children in homes, time spent by parents reading to children, visits to library and time spent watching television. On the other hand, parental behavior in the study was the disciplinary practice and kind of warmth parents showed to their children.

The results from this study showed that 36% of the parents from low SES supervise their children's home work on a daily basis as compared to 62% of those in high SES. Accordingly performance for the pupils was also related to this.

This was in line with another two decade study carried out between 1972-1992 to observe changes in family SES and test scores among students (Sandraluz, 2004). The scholars used two social groups of Latin America and Blacks in their experiment. They also analyzed bio-data concerning mother's education. Results from this study showed that the SES for pupils from the Black's family rose from low to middle for the twenty years covering the study. This was due to their mother's increase in educational attainment and occupational status. Test scores for pupils also corresponded with mother's level of education. For instance, pupils from mothers who finished high schools scored an average of 30% in test scores, while those from mothers who finished college scored an average of 80%.

Results from this study tended to suggest that children born by uneducated mothers are at a disadvantage academically. In this case educated mothers understand the reading, study skills and learning process and can thus help their children to develop such skills. It can also be concluded that education has a multigenerational, cumulative and positive effect. In this case,

children from educated families have access to reading, family discussions play equipment and extensive traveling. Furthermore, their parents also take a lot of interest in their education and this is passed over to the next generation.

According to Sukhendra, (1987) another study was also carried out in Lucknow District in India in 1986. The study was conducted to establish the relationship between parental occupation and academic achievement of students. Progressive matrices test was administered to 1359 randomly selected high school students aged between 14-17 years. This was done in 22 urban and six rural schools. Data for parental occupation and marks for high school examination was analyzed.

Results indicated that there was a positive relationship between the level of parental occupation and mean high school marks. Analysis of variance showed that the differences in mean achievement scores of the students belonging to different occupational groups were statistically significant (F=32.50P<01)

It is of paramount importance to note that the study was carried out in India which is relatively an homogenous country. There is therefore a need to carry out this study in Makindye in a heterogonous society to find out the applicability of the findings. All in all, while the above studies were pointing at positive and negative correlation between family income and pupils' academic performance, none was on the context of Makindye Division, Kampala District, justifying the decision by this researcher to carry out a study on the academic performance of the schools in Makindye Division, Kampala District.

2.2 Family type and Pupils' Academic Performance

According to Gove, (1993) in the Webster Dictionary, a family is a group of people who are related to each other especially father, mother son(s) and daughter(s). It is a basic social unit consisting of parents and their children whether they are dwelling together or not (Lightman & Al-Krenawi, (2000). There is consensus from scholars that a family is a primary agent of

socialization in which academic achievement of a child is enhanced or hindered depending on social climate in the family. For purposes of this study, two types of family setting would be considered. These are polygamous and monogamous families. Monogamy is a custom or practice of being married to only one husband or wife (Gove,1993).On the other hand, polygamy is the practice of being married to more than one wife or husband at the same time (Gove op cit). Polygamy represents an expanded family structure based on marriage involving a husband with two or more wives and is practiced in 850 societies across the globe (Elbedour, Onwuegbuzie & Caldine, (2002). According to Lightman et al (op cit) not much work has been carried out on polygamous families in Europe due to the fact that polygamy is not legal in the western world. In the context of this study to be carried out in Makindye Division in an African setting, polygamy will be looked at as a practice of having more than one wife at the same time (not husbands).

Pupils' background in form of an orderly home environment had attracted wide scholarly attention. There seems to be consensus from all researchers that academically high achieving pupils come from unwavering and steady home environment with high level of parental interest and an awareness of the child as an individual. According to Daramola, (1994) pupils' background that is the home environment has a positive or negative effect on learning. Such environment includes occupational status of the parents, attitude of the parents towards children and also values transmitted by parents (Daramola op cit).

Daramola, (1994) further argues that these values were found in monogamous marriages. This was in line with Adika, (1987) who posit that conflicts would be easier solved in monogamous than polygamous families. In this case the degree of agreement would be easily worked out by both the husband and wife. Rivalry between co-wives in polygamous homes had a negative effect on children's academic performance. What Daramola & Adka had tended to imply was that when a child was in a poor mental state mainly caused by his/her family this affected her/his concentration in school hence leading to poor performance. In other words children take their home environment with them to school every day.

The limitation with this line of argument is that it is based on the view that polygamous families are a source of quarrels, disputes, stress and child neglect. It thus ignores the fact that some polygamous families have ideal study environments. Boushey and Weller, (2005) argues that not all polygamous families have poor study environments. For instance, in some polygamous homes competition between children from co-wives forces healthy reading habits thus enhancing good academic achievement in schools. Boushey et al (op cit) further argues that some polygamous fathers may still have an interest in their children's education and also the means to cater for the children financially. In this case equal educational opportunities from both families may still lead to good academic performance. This was in line with Stafford, (1987:56) who also argued "that some students from polygamous families might outperform those in monogamous families due to financial backing mainly from their grown up brothers and sisters". Stafford op cit also supplements that in some polygamous family systems mothers take over the running of homes. They do this through providing instructional material to pupils, balanced diets and a good life style. In other words the home would be the first most important school a child would ever have. Most successful pupils come from homes where parents provided structures, support and guidance. This was a farfetched academic inquiry and formed the basis for this study in Makindye Division.

Al-krenawi and Lightman, (2005) carried out a study in the Department of Social Works in Ben-Gurion University, Negev, Israel. The study was composed of 146 Bedouin-Arab pupils from polygamous and monogamous families. The scholars compared academic. Achievement, social adjustment and family conflict among the children studied. It was found out that children from monogamous families had higher levels of learning achievement than those from polygamous families. They also adjusted to the school framework better than those from polygamous families. It was also discovered from this scholarly undertaking that the father's level of education was inversely correlated with family size in terms of both number of children and number of wives.

Al-Krenawi & Slonimo-Nero, (2006) further extended another study on 352 Bedouin Arab children. Out of these 174 and 178 were from monogamous and polygamous families respectively. The findings revealed that children from polygamous families had more health and social difficulties as well as poorer school achievement and poorer relationship with their father than those from monogamous families. Similar results were also reported in another study by Al-Krenawi & Slonim, (2008) in a sample of 101 Arab-Muslim respondents. Results from the study indicated that women in polygamous marriages reported lower levels of self esteem, higher levels of somatisation, depression, anxiety and more problematic mother child-relationship. This in turn affected their education achievement. It could be argued from this study that family relations between the husband and the wife and lack of moral support create a tense atmosphere which in turn affects the children's concentration in schools. By analysis the above authors tend to suggest that polygamy negatively affects family SES and inter personal relationship which in turn impinges upon the children psychological and social functioning and hence finally affecting school performance. Bearing that in mind this justified the researcher's interest in undertaking this study.

Igwesi, (2006) also carried out a study comprising of 100 students found in 4 secondary schools from both monogamous and polygamous representing type of family as a study variable). The students were from schools in Kwara state Nigeria. Using a t-test average of the total percentage score in the core subjects; English, Mathematics, Social studies and integrated science were compared with means from students from both families. Results indicated that a significant difference existed between academic performances from both students. Hence confirming results by Al-krenawi and other scholars that children from monogamous families had higher levels of learning achievements than those from polygamous families. Odeleye, (2009) enriches this academic debate through introducing the concept of type of sex for the children in a polygamous marriage. The study was carried out among Junior Secondary School students from Ijebu Ode Local Government area in Ogun State Nigeria. In this study Odeleye (op cit) used stratified sampling and identified sub-groups of female and male students from 5 secondary schools. The students were subdivided into 4 equal groups with 150 students each.

Out of those 300 were boys equally represented from both families. The same was applicable to girls. Using a t-test average of the total percentage score in the core subjects; English, Mathematics, Social studies and Yoruba were compared with means from students from both families. Results indicated that the calculated t-value was less that the tabulated t-value in both cases. Thus there was no significant difference between academic performances from both sexes from the two family types. In other words academic performance was not significantly affected by sex in both cases.

A point to note was that both Odeleye, (2009) & Igwesi, (2006) carried out their research in the same country Nigeria. However, they were giving some how contrasting results. This implies that there were other factors that need to be explored hence the need for this study.

2.3 Family size and Pupils' Academic Performance

Nuttall, (2006) describes family size as one of the constellations of a family setting, others being birth order, spacing of children, and crowding. There are three classifications of a family size: small sized families (1-4 people) medium sized families (5-8 people) and large families of over 8 people (Nuttall op cit). The desired family size has received considerable attention from scholars. However, there seems to be no consensus from scholars on the effect of family size on education. Further to that, it appears that most scholars had carried out their studies on small sized families of less than four people.

Studies by Rosezweig & Wolpin, (2004) in China, by Goux & Maurin, (2004) in France; by Conley, (2004), Berhman & Taubman, (1989) and Stafford, (1987) in US indicated that family size had a negative on education. Iacavou (2004) also indicated that family size was negatively correlated with school performance. On the other hand, research work by Gomes, (1994) established that there was a positive effect with education attainment for first born children in Kenya.

White, (1992) critiques Rosezweig's findings. According to White (op cit), this study was carried out in China after the one-child per family policy. Family planning method was implemented. In

this case the study was carried out beyond the one child-context hence the justification for this study in Makindye.

Neumark, (1988) also observes that on average children from larger families receive less schooling; do not perform well on intelligence tests. According to Neumark (op cit) parents who plan to invest heavily in their children tend to prefer small families, because more children cause lower education investment per child. Hanushek, (1992) agrees to this and also adds that birth order had a significant advantage for any child, whereby if one was a first born he/she had a higher probability of being in a small family. In this case this entitles him/her to enough resources hence resulting into good academic performance.

Other scholars oppose the above proposition. Knodel & Wongsith (1991) in Thailand, Chernichobsky, (1985) in Botswana and Levision, (1994) in Brazil indicate that in rural areas the larger the size of the family the higher the education attainment. Using role assignment as a basis for their argument, all the foresaid scholars indicated that in case of large families parents tended to assign some children household and economic chores, while others were allowed to go to school. In this case those who went to school had high education attainment. This line of argument was subjective in that when sub-groups within a large family are identified and assigned roles they end up becoming small hence having characteristics of a small sized family being experimented upon. This necessitates further research.

Accordingly, the government of The Republic of Uganda, (2007) had an important project concerning giving fresh hope to disadvantaged children in Uganda. It is called 'Watoto' Children Homes, whereby the word 'watoto' is derived from a Swahili, meaning children. The project was initiated in1992 by Kampala Pentecostal Churches (RoU op cit). Its main goal is to provide spiritual, physical, educational and emotional care so that each child becomes a responsible and productive citizen of Uganda. Watoto cares for children in three ways; children's villages, extended families and baby watoto (bulrushes). The villages are single-family dwellings for destitute children and are located at Buloba, Bbira (Mityana Road) and Ssuubi (Masaka Road).

At Ssuubi about 700 children are housed and provided with a kindergarten, a junior school as well as a vocational institute. Eight children are regarded as part of a new family life. They live in one of the homes with a volunteer house mother. The family house consists of 3 bed rooms, a kitchen, living area and bathroom with running water. The watoto village on the other hand, has a primary school a high school, medical clinic and a multi-purpose hall.

A point to note from the above is that 'Watoto' provides a good family environment for disadvantaged children in which they experience special care and attention as though they are in a family setting. However, no study has been carried out to establish if the cost for such institutions provide academic benefits. This calls for further research.

According to a study conducted by Bulatao & Rodolfo, (1983) it was noted that 10% of the women in 21 developing countries covered under the study that had education beyond primary stage believed that fertility was determined by God. On the other hand, 50% of the uneducated women held that belief. In this case most women indicated that it was prestigious to have large families.

Nuttall, (2006) further observes that family size was related to academic achievement in schools when intelligent quotient (IQ) as a variable was controlled. This was in a study comprising of 306 girls and 247 boys carried out at the University of Massachutes. The children were from large and small families in four suburban Boston communities. After controlling IQ small family boys tended to have better grades than did large family boys. On the other hand, first born girls had higher academic achievement than did latter born girls.

In the above case, it can be noted that Nuttall (op cit) gives us an insight concerning the link between academic achievement and family size including the sex-specific relationship variable. However, he did not point out the possible cause for this scenario. This necessitates further academic inquiry hence the need for this study. Many scholars have also indicated other variables that determine academic achievement among pupils. They include; the rural urban

dichotomy, level of education for parents, size of income (Collins, 1983). According to Collins (op cit) in rural areas children spend time working on farms while uneducated parents do not value education. Chernichovsky (1985) also indicates that poor households had many children and such children start school late due to domestic the work. Levision, (1994) asserts that poverty may force the parents to withdraw their children from school and take them back to the institutions once the situation stabilizes.

In the above proposition, the scholars showed that environmental and household factors work hand in hand with size of family to influence education outcomes. However, the extent to which this influence was exerted was not pointed out. This calls for further academic inquiry.

Bulatao, (1983) indicates that the level of education for a woman in determining family size matters a lot. Education of a woman increases her autonomy, knowledge acquisition, resource acquisition, prestige and interacting with a wider social circle. Once this happens the women uses contraceptives to control family size (Bulalao op cit). Chowdhury (1994) agrees but points out that this varies from culture to culture. In gender stratified societies such as South East Asia son preference is a common feature Chowdhury, 1994 & Akman, (2001). In this case a couple desiring to have two sons may end up with 3-9 children. Once this happens the family resources get overstretched hence affecting academic performance.

Jeejebhoy, (1995) states that educated women depend on other types of resources such as personal savings rather than relying on their children. They also want small families to have high standards of child care, feeding, housing and clothing. Additionally, they value the economic time and opportunity cost of children (Jeejebhoy, (1995). They prefer small families which are well looked after and hence perform high academically. Raising equality with children was perceived by mothers to be costly hence reducing number of desired children in a family.
From the above analysis we could deduce that women education creates awareness among them. However, the scholars do not point out the level of education threshold that was

required among women so as to have an impact on reproductive behavior. This necessitates further academic inquiry.

2.4 Summary

A summary of the literature review discloses that ever since the emergence of the service sector, the way household income was determined had changed from the acreage of arable land one owns to skills. In this case parents preferred fewer children but with good quality education. Furthermore, the literature discloses that income was judged from a job one does and the higher one's income the more the effect on children's education. Another point of agreement was that disciplinary practice for parents and their attitude towards the children's academic work was positively correlated to education attainment. However, the academicians did not objectively report on large families of 8 members and above. Aware of the above, the researcher conducted this study in Makindye Division with a view of filling this knowledge gap.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter highlights the research design and methods that were used to collect data in the field, selection of subjects, research instruments, data analysis and procedure.

3.1 Research Design

The study was guided by a cross sectional survey research design to collect and analyze data. The design was used because it was best suited for studying the attitude prevalent within a large population (Amin, 2005). It was also suitable because the study intended to establish the relationship between home background and pupils' academic performance in Makindye Division. Both quantitative and qualitative methods were used to collect and analyse data. This multi modal approach was considered good because it provided for the use of questionnaire, documentary analysis, observation and interview as research tools.

3.2 Population

The target population of this study was constituted by pupils from four government aided primary schools in Makindye Division, Kampala District which were sampled from 17 primary schools in the division. . The pupils' population in these four schools was as shown in Table 3.1. The selection of schools was arrived at by using random sampling.

Table 3.1: Pupils population in the four government-aided primary schools in Makindye Division, Kampala District

Name of the School	Number of Pupils	Primary six selected
St. Peters Primary School, Nsambya	3022	78
Kibuli Demonstration School	1009	96
Kibuye Primary School	962	106
Mirembe Primary School	611	70
Total	**5,604**	**320**

Source: Statistical monthly returns for primary schools year 2010.

3.3 Sample Size

The minimum sample size targeted was 360 from the four primary schools, 90 pupils were sampled from each school. The researcher regularly negotiated with the respondents and in many cases applying a lot of patience so as to try and collect the filled-in questionnaires from respondents. Some respondents were procrastinators in regards to filling in the questionnaires. In this case the researcher ended up using 320 pupils. The pupils sampled were 187 boys (58%) and 133 girls (42%) of 10 -14 years. It was arrived at using Krejecie & Morgan, (1997) sample size determination (For details refer to Appendix H). The sample is hereby represented in Table 3.2

Table 3.2: Category of respondents and instruments used.

Category of Respondents	**No of Respondents**	**Instruments**
Practicing Teachers	18	Interview guide
Parents	20	Interview
Head teachers	04	Interview guide
Pupils	320	Questionnaire
-	-	Documentary Review Guide
Total	**362**	-

(Source: Primary data 2011)

3.4 Sampling Strategies

The population of study being big, random sampling was used to attain the desired sample size from the population. Primary six pupils were used in the study because of maturity, flexibility and not being so busy with studies as compared to other classes One stream from primary six from each of the four schools was sampled to ease the administering end of term examinations. So, primary six became clusters of these various schools and each member in a cluster was a respondent.

3.4.1 Study Participants

The following categories of respondents participated in the study; primary six pupils, head teachers, teachers and parents.

3.4.1.1 Primary Six Pupils

Three hundred and twenty (320) pupils were used in the study because they were the ones who were taught using the laid down syllabi, content, methods and instructional material.

3.4.1.2 The Headteachers

Four (4) were used in the study because as heads, they control and contribute to some of the factors that would lead to the state of teaching in the selected schools. They are the ones who control and supervise the implementation of teaching activities in the institutions. Four head teachers were used to represent the four schools. They were graduates with a minimum of five years administrative experience.

3.4.1.3 The Teachers

These were used in the study because during the execution of their duties, they interact with the pupils on a day to day basis. They also receive pupils' complaints concerning the state of teaching in the schools. They are dependable due to the fact that they have first hand knowledge on how teachers' preparations were carried out plus its effect on teaching. A total of eighteen (18) teachers were sampled from the four schools. They had a minimum of grade III qualification with a two year teaching experience.

3.4.1.4 Parents

They are the one who offer day to day guidance to their children. They control the home environment physically, socially and psychologically. Five parents from each school were sampled totaling to twenty. The researcher used snowball sampling technique to select the parents. In this case the researcher started with a few parents who later on helped in locating others using the social net work.

3.5 Methods

The researcher used both qualitative and quantitative methods of data collection. Qualitative method was based on observable or empirical evidence, requiring accurate observation and interaction with respondents in the environment (Amin, 2005). It used strategies of inquiry such as narratives and the researcher collected open ended emerging data with the primary aim of developing themes from such data (Amin, op cit). Quantitative methods on the other hand, involved the collection of numerical data in order to explain, predict, and control phenomena of interest. Data analysis was mainly through statistical methods (Amin, op cit). On the other hand, quantitative method was used and this involved collecting of data. In order to finalize data quantitatively, the researcher used a t-test for independent groups to test all the hypotheses generated. A t-test was chosen because it is the appropriate measure for comparing statistically means of two samples. Appropriate degree of freedom and levels of significance were chosen to test the hypothesis.

3.6 Instruments

3.6.1 Questionnaires

Questionnaires were administered to the selected respondents in the selected schools. This helped to provide information on facts and opinions from respondents concerning the topic under investigation. Section A of the questionnaire constituted questions demanding personal demographic information. Section B comprised of 18 closed ended as well as a few open ended questions testing the pupils' views concerning the subject under investigation. Section C contained a column where pupils had to enter their percentage score in the English and Mathematics end of term test. The questionnaire was used because it was easy to use due to its flexible nature and its suitability for collecting data from large number of participants in a short time. The questionnaire was also preferred due to its advantage of enabling respondents to give their opinion independently without prejudice, more so minimizing the effect of emotions such as shyness. Also its data could be easily analyzed using simple statistical methods.

Questions reflected on the study objectives and were written basing on the key words of the objectives. For details refer to Appendix A.

3.6.2 Interview Guide

Structured interviews which enabled the collection of diverse opinions on topical issues were also used. Interviews were conducted with the Headteachers, teachers and parents in the selected schools. The interviews were normally individually done. In this case the interviewer addressed the question to one respondent at a time who in turn answered the question. The items in the interview guide for teachers were semi-structured that was containing both elements of structured and unstructured interview. For the other respondents they were unstructured. The interview guide was used because the researcher considered the above respondents to be key informants due to their wealth of knowledge on the subject under investigation. Face to face interviews were also conducted with a view of giving strength to the questionnaire and also facilitate the assessment of interviewee's non- verbal behaviour so as to confirm or deny his/her answer. Interviews schedules also have an advantage of enabling the interviewer to control the environment of the interview process as well as the order of the questions. For details refer to Appendix B, C and D.

3.6.3 Observation checklist

An observation checklist was designed by the researcher to check on the availability and use of instructional materials and co-curricular activities in the selected schools. This was intended to cross check and give strength to the questionnaire, interview and documentary analysis methods used in the study.

3.7 Data Quality Control

Validity and reliability of the research instruments were ensured as follows;

3.7.1 Validity

Validity refers to the quality that a procedure or an instrument (tool) used in the research is accurate, correct, true, meaningful and right. So if whatever we use in the study enables us to get what we want to get then there is validity. The researcher used face validity approach to determine the validity of the interview schedule and the documentary review guide. This involved the researcher's subjective judgment of the guide to establish if they were in line with the study objectives. The researcher further ensured content validity of the Self Administered Questions by ensuring that questions or items in it conform to the study's conceptual framework (Fig 2.1). The supervisor also evaluated the relevance, wording and clarity of questions or items in the instruments.

The Content Validity Index (CVI) was thereafter computed to determine the validity of the questionnaires. This was done by three senior Lecturers. They were given the objectives of the study and the items that had been constructed. Each one of them was requested to write independently the relevance of each item to the objectives of the research topic using a four-point rating scale as given below.

(i) Not Relevant (NR)
(ii) Some What Relevant (SWR)
(iii) Quite Relevant (QR)
(iv) Very Relevant (VR)

Then the content validity index was used to quantify the agreements between the three scholars CVI = proportion of items jointly given a rating of quite relevant and very relevant was 0.64.

3.7.2 Reliability

Reliability refers to how consistent a Research procedure or instrument is. It therefore, means the degree of consistency demonstrated in a study in order to obtain information. In order to ascertain the reliability of the questionnaire, a pilot study was conducted using 18 respondents who included a headteacher of a primary school, five teachers, and twelve primary six pupils

selected from institutions which were not part of the final study areas. Thereafter the reliability of the questionnaires was calculated using Cronbach Alpha co-efficient formula. It was used because items in the questionnaire can be tested on more than two points. The formula below was used

$$a = \frac{k}{k-1}\left(1 - \sum \frac{SD^2 i}{SD^2 t}\right)$$

Where a = Cronbach's alpha co-efficient
k = number of items in the instrument
SD^2i = variance of scores on individual item
SD^2t = variance of scores for the total items calculation of variance for each item.

Calculation of variance for each item formula = $\sum x^2 - \sum\left(\frac{x}{n}\right)^2$

Where n = total number of respondents

$\sum(x)$ was sum of scores

$\sum(x)^2$ = square of sum of scores.

According to Sarantakos, (1997) the strength of the relationship in the correlation was indicated by the position of the coefficient in its continuum and ranges between -1 to +1. In this case very low was represented by 0.20, low 0.21-0.40, moderate 0.41- 0.70, high 0.71-0.91 and very high is above 0.91. The value which was got after computation was 0.86 indicating high reliability.

3.8 Procedure

After the proposal was approved, an introductory letter was obtained from Dean, Kyambogo University and the researcher proceeded to the field to collect data. She first sought for permission to carry out the study. After the permission had been granted, the researcher then explained to the respondents the purpose of the study, before administering the instruments.

In the administration of instruments, the researcher visited all the selected schools. She distributed the questionnaires to pupils for filling in which she could collect thereafter. She also interviewed the head teachers, teachers and parents. Furthermore, she used the observational checklist to observe instructional material at the schools. In the selected schools she visited one school at a time and afterwards moved to the next.

The exercise of distributing and collecting the filled-in questionnaires and check lists was done by the researcher and her two assistants. These instruments were administered in the afternoon hours only in order to ensure that all respondents were subjected to the same conditions. Interviews were administered immediately a rapport with the key informants was established. All the interviews were conducted in the morning hours only in order to control extraneous valuables of temperature. Interview data was captured through recording using the researcher's cellular phone. It was thereafter organized by transcribing it into themes. The themes were coded into categories that were labeled before deciding on how they would be represented in the final analysis. This was done at the end of each day with a view of getting information from such sources. All the data gathered was carefully kept by the researcher for processing.

3.9 Data Processing

The researcher processed the data before presentation and analysis. The process involved field editing whereby the collected data was examined to detect errors and omissions. Field editing was done as soon as an interview schedule, an observation schedule and a documentary analysis arrangements had been completed. In some cases it was done after collecting the completed questionnaire from respondents. After all data forms and schedules had been completed and the obvious errors and wrong responses were weeded out. Data was thereafter coded so that several responses were reduced to a small number of classes.

Numerical codes which were assigned to response categories during the construction of pupils' questionnaire were used in the coding of data. In this case digits 1-4 acted as value labels for 'always', 'sometimes', 'rarely' and 'never' respectively. In this case the researcher was in

position to establish a pupil's socioeconomical class as well as his/her family type/ size. For academic performance the end of term one results of pupils for English and Mathematics were converted into A=3 points (60% and above), B= 2 points (50%-59%), C=1 (40%-49%) and F=0 point (39% and below). The maximum point a pupil could score was thus 6, that is A= 3 in both Mathematics and English. On the other hand, the minimum point a pupil could score was 0%which is F for both subjects. After computing all the results the scores which were got was transformed into frequency counts and the expected frequencies calculated and recorded.

3.10 Data Analysis

The processed data was summarized in tables following the objectives of the study. Data was organized and prepared for analysis through arranging it into different themes. The themes were put into labeled categories using a coding process. Finally, the researcher made an interpretation derived from the analysis process. It was afterwards edited so as to remove errors and omissions. In each case data from each of the instruments were summarized separately. Data from close-ended items was analyzed using mathematical tools based on the hypotheses of the study.

Quantitative data comprised numerical figures, ratings, descriptive narrations, open ended questions was analyzed using t-test. A t-test for independent samples was used because both variables, that is home background and academic performance in the academic institutions under study have continuous and incremental data which is suitable for correlation purposes. This test was most appropriate for measuring relationship, more so in cases when a researcher was handling two values for each participant on the two variables to be correlated (Amin, 2005). It was subsequently entered into the computer using Statistical Package for Social Scientist (2007).

Responses from interviews and questionnaires were matched with data collected from documentary analysis, Information from interviews and observation for purposes of triangulation was analyzed qualitatively. Univariate and bivariate tables were used to present

data and analyze the results. The researcher interpreted the results and made conclusions basing on the information collected and objectives of the study.

3.11 Ethical considerations

According to Amin, (2005:28) ethics are well established standards of right or wrong that prescribe what humans do, usually in terms of rights, obligations, benefits to society, fairness or specific virtues. The major ethical problem in this study was the privacy and confidentiality of the respondents. Obtaining a valid sample and also the necessary information implied that the researcher had to access files and official documents. Further more, during the interview process the researcher asked questions which needed respondents' answers.

The above problems were catered for through the researcher's explaining the purpose of the study, the kind of information needed and how it would be used. The researcher also avoided asking embarrassing questions that probe into respondents' private life. Additionally, respondents were left with the freedom to ignore items that they wished not to respond to.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the results of the study findings. The findings were presented and analyzed quantitatively using t-test for independent samples. This was done following the three research hypothesis. The researcher begun by presenting bio-data for pupils who participated in the study.

4.1 Biographical data

This was personal data for pupils which was mainly captured from Section A (background information) of the questionnaire.

Table 4.1: Pupils' sex

Sex	Frequency (f)	Percentage (%)
Female	133	42
Male	187	58
TOTAL	**320**	**100%**

Source: Primary Data (2011)

In Table 4.1, indicated that out of 320 pupils who participated in the study 187 (58%) were male while 133 (42%) were female. As indicated, there were more male pupils than female. This could have been attributed to the fact that at upper primary level, some female pupils might have dropped out of school due to early marriages, defilement and possibly a negative attitude for parents towards girl-child education.

Table 4.2: Pupils' participation as per leadership in school classification

Academic qualification	Frequency (f)	Percentage (%)
Class captain	04	01
Prefect	37	12
None	279	87
TOTAL	**320**	**100%**

Source: Primary Data (2011)

Out of 320 pupils who participated in the study, 279 (87%) had no responsibility in the schools, while 37 (12%) were prefects and 4 (1%) were class captains. The fact that there were only 12% pupils who were prefects or class monitor could be attributed to the fact that in schools there are few elective posts.

Table4.3: Pupils' participation in the study as per age group

Experience	Frequency (f)	Percentage (%)
Below 10 years	-	-
10-13 years	190	59.4
13 years and above	130	40.6
TOTAL	**320**	**100%**

Source: Primary Data (2011)

From Table 4.3, out of 320 pupils, 190 (59.4%) were in the age group of 10-13 years while130 (40.6%) were in the age group of 13 years and above. From Table 4.3, it was worthy to note that most pupils were in the age group of 10-13 years. This could have been possibly due to the

fact that after completion of pre-primary education at 5 years, most pupils straight away joined the primary education cycle where they did not repeat any class as guarded by the UPE policy introduced by the government in 1997.

4.2 Hypothesis one:

There is no significant difference between socioeconomic status and academic achievement in primary schools in Makindye Division

The questionnaire was scored on items 1.1, 1.2, 1.3 and 1.5 to establish Socioeconomic Status (SES) before testing the above hypothesis. The researcher used frequency counts of the score to compute the total scores and the mean for the respective school. The low SES group comprised 160 pupils. These were compared against a sum of 100 and 60 for middle and high SES respectively.

Table 4.4: Correlations of pupils' score on the relationship between high/middle and low socioeconomic status

Respondents' socioeconomic status	N	Total	Mean	SD	Df	Calculated value	Table value
Middle and high SES	160	852	5.3	2.30	318	2.36	0.59
Low SES	160	497	3.11	1.76	-	-	-

Significance level = $p \leq 0.05$

The main score and standard deviation for each group was established. In order to carry out the comparison, pupil t-test was calculated for the two groups and tested at 0.05 level of significance with degrees of freedom df = 120. The value which was obtained was 0.59. Using a table containing critical values of t adopted from Zar (Journal of American Statistical Association, 578-580) the corresponding value of 320 was missing. The researcher took the nearest number which was 120 and whose corresponding value was 2.358. t -value (0.59) was

less than critical value (2.358). The hypothesis that stated that "there is no significant difference between socioeconomic status and academic achievement in Primary schools in Makindye division" was retained. This implied that SES did not affect academic achievement in Makindye Division primary schools.

Section B, items 1.4, 1.6, 1.7 and 1.8 for the pupils' questionnaire was also computed to give strength to the above hypothesis. The results were in Tables 4.5-4.8 that followed.

Pupils were requested to indicate other sources of income for their brothers/sisters. The results were as indicated in table.

Table 4.5: Possible sources of income for pupils' brothers/sisters

Source	Frequency	Percentage
Service sector	13	04
Self employed	68	21
Informal	133	42
Commerce	106	33
Total	**320**	**100**

Source: Primary Data (2011)

In Table 4.5, pupils indicated that most of their brothers and sisters worked in the informal sector. This was indicated by 42%, followed by commerce at (33%) and self employed at (21%) while the service sector revealed an insignificant percentage of 04%.

Information obtained from the interview by the headteachers, teachers and parents indicated that all the four headteachers, 18 teachers, 20 parents (100%) (Refer to the table on page 37) indicated that most parents and guardians were traders, artisans or market vendors. Pupils were also requested to indicate the means of transport they normally used to travel to school. The results were indicated in the table.

Table 4.6: Means of transport pupils use to travel to school

Means	Frequency	Percentage
Foot	247	77.1
Bicycle	44	13.7
Motor cycle	26	8.1
Family car	26	8.1
Total	**320**	**100**

Source: Primary Data (2011)

In Table 4.6, 247 (77.1%) of the pupils indicated that they reached their respective schools on foot. This was followed by bicycle riders at 44 (13.7%), while motor cycle and family car showed (8.1%) each. The 10 parents (50%) (Table 3.2 page 26) also confirmed this in the interview. In this case they argued that due to poverty pupils moved on foot and this affected their concentration because they reached school when they are tired.

It was confirmed by the researcher when she visited the schools that there were few bicycles packed in the school constructed shelter. In most cases they were less than 20. In the mornings, the researcher also noticed that there were some few pupils who were being transported to school using motor cycles commonly referred to as 'boda boda.' These in most cases were very few about 10 motor bikes each day. Surprisingly, the motorcycles were over loaded with pupils, in most cases 5 pupils per cycle due to shortage of funds. In most cases pupils arrived at school on foot and the majority of the pupils were putting on old uniforms with flying badges and worn out shoes. It should be noted when a school used a bus as means of transport, this would not only improve pupil's self esteem but also save the much needed time by the pupils.

Pupils were additionally requested to indicate whether they were provided with reading materials by the respective parents..This was in response to item 1.8. 'Do your parents provide you with reading material?' The results were shown in the table.

Table 4.7: Pupils' views on whether their parents provided them with scholastic material

Response	Frequency	Percentage
Yes	76	23.7
No	244	76.2
Total	**320**	**100**

Source: Primary Data (2011)

Table 4.7 most pupils indicated that their parents do not provide them with reading material. The results were in line with those in Table 4.8 where the pupils in were requested to rate the level at which their parents provided them with instructional materials.

Table 4.8: Pupils' ratings on the intensity parents provided them with scholastic material

Rate	Frequency	Percentage
Very often	53	17
Often	39	12
Rarely	228	71
Total	**320**	**100**

Source: Primary Data (2011)

Table 4.8 showed that 228 (71%) of the pupils indicated that their parents rarely provided them with reading materials. The percentage of those being provided with the materials was only (17%) which was very low. According to the theory on the development theories as advanced by development psychologists such as Sigmund Freud, Jean Piaget and Kolberg, a human being was born with potential which had to be developed through the different stages of growth. Such stages comprised cognitive development. In this case a child needed to be provided with a conducive home environment of reading materials such as books to practice reading at home.

In the interview schedule by the parents, the researcher found out that due to poverty most parents could not afford to buy instructional materials like text books for pupils. One parent had this to say

> *"I do not have enough money yet I have 8 children to cater for. Therefore, I cannot afford to buy the items listed by the head teacher on the school requirements paper."*

Most head teachers also listed this as one of their biggest challenges. They argued that due to poverty, parents were not in position to provide instructional material to the children. That this was a hindrance to their work as the government normally remitted UPE funds to school after long intervals.

Interview findings

All the 20 parents (100%) , indicated that poverty was the biggest challenge they normally faced in educating their children. The children were sent back home due to failure to fulfill some school necessities such as lunch fees. They also indicated that it was difficult for them to secure funds for weekend coaching which were levied by some schools. As a result of this the academic performance for their children was affected. Some parents also indicated that due to many commitments they did not have enough time to interact with their children, yet they

were staying in a cosmopolitan environment. According to the parents this was very detrimental to the child upbringing. One of them had this to say

> *"Makindye (Kampala) is a melting pot of tribes and nationalities each with a different mode of life. In such an environment there is a need for close watch and guidance to these young ones the so called future leaders. But I do not have time for my children because from Monday to Sunday I leave home very early in the morning and come back very late."*

The teachers and head teachers also confirmed this and hastened to add that such an environment was very dangerous due to peer influence; badly behaved children negatively influenced the good ones and in so doing they all got spoilt.

A few teachers (10%) blamed the parents for their low attitude to education which had in turn led to low academic achievement among pupils in schools. One of them reported as follows;

> *"Charity begins at home. One's first teacher is normally the parent. If the parent fails to behave exemplarily, then this will be replicated into the children's behaviour. If he/she fails to provide learning material to pupils and good diet at home then he/she should not expect miracles. There is a relationship between input and output."*

However, the finding showed that 15 out 18 (83.3%) of the teachers argued that school attributes such as; curriculum delivery, instructional materials, teacher-pupil relationship, guidance and counseling were more influential than in as far as education achievement were concerned than in home elements like family size, type and socioeconomic status.

The researcher recognized that the school administration had exhibited a high degree of resource fullness. This was due to the presence of maps and science diagrams on walls in all the classes. Classes were very congested with over 70 pupils whereby 6-7 pupils occupied a desk. Only one school had a computer laboratory stocked with computers. Schools needed to promote/encourage Computer programmed learning commonly referred to as E-learning.

The headteachers on their part indicated that due to shortage of land they had no play fields and this in turn affected the implementation of co-curricular activities. This was confirmed by the researcher when she visited the schools. Only one school had a football field while three had provisions for volley ball and net ball. Play materials for children such as swings and slides were inadequate in most cases. The head teachers also cited a problem of shortage of accommodation in the form of hostels for potential boarding pupils.

4.3 Hypothesis Two:

There is no significant difference between family type and academic achievement in primary schools in Makindye Division.

The questionnaire was scored on items 2.1, 2.2 and 2.3 to establish pupils' family types before testing the above hypothesis. The researcher used frequency counts of the score to compute the total scores and the mean for the respective schools. The monogamous family type comprised 80 pupils. These were compared against 240 from the polygamous family type.

Table 4.9: Correlations of pupils' score on the relationship between monogamous and polygamous families

Respondents' family type	N	Total	Mean	SD	Df	Calculated value	Table value
Monogamous family	80	342	4.27	2.62	318	2.36	2.07
Polygamous family	240	984	4.10	0.95	-	-	-

Significance level = $p \leq 0.05$

The main score and standard deviation for each group was established. In order to carry out the comparison pupil t-test was calculated for the two groups and tested at 0.05 level of significance with degrees of freedom df = 120 . The table value which was obtained was 2.07. Using a table that contained critical values of t (Appendix E) adopted from Zar (Journal of American Statistical Association, 67,578-80). The value at the bar of the table was 120 which was the maximum. The corresponding figure for 320 in this case was 2.358. t-value (2.07) was less than critical value (2.358). The researcher retained the hypothesis and assumed that family type (monogamy vis-a-vis polygamy) does not affect academic achievement in Makindye Division primary schools.

Section B, items 2.3, 2.4 and 2.5 for the pupils' questionnaire was also computed to give strength to the above hypothesis. The results are in Tables 4.9-4.12 that follow.

Pupils were requested to indicate if their parents showed interest in their schooling. The results are indicated in Table 4.10.

Table 4.10: Pupils' views on whether their parents showed interest in children's schooling

Response	**Frequency**	**Percentage**
Much	34	10.6
Rarely	54	16.8
Sometimes	75	23.4
Not at all	157	49.2
TOTAL	**320**	**100%**

Source: Primary Data (2011)

In Table 4.10, 49.2% of the pupils indicate that their parents did not show interest in the children's studies. Those for sometimes were 23.4%, rarely scored 16.8%, while much scored

10.6% .This shows that most pupils were of the view that their parents did not show much interest in their children's studies.

Table 4.11: Pupils' responses on whether the homes had a conducive study environment

Response	Frequency	Percentage
Yes	49	15.3
To some extent	88	27.5
No	183	57.2
Total	**320**	**100**

Source: Primary Data (2011)

Pupils were also requested to indicate if their respective homes provided a conducive environment for study. The results were as indicated in Table 4.11.

Table 4.11, shows that 183 (57.2%) of the pupils indicated that their respective homes had no suitable environment for study. Those who were doubtful on this item were 88 (27.1%), while 49 (15.3%) was the percentage which showed that they had a conducive environment. This implied that most homes did not have good reading environment.

Interview Results

In item 8, all the headteachers who participated in the interview indicated that pupils in their respective schools who were from monogamous families performed better than those from polygamous families. They attributed this to the adequacy of funds to cater for school needs.

The researcher agreed to this point of view. Not only did adequate funds help in purchasing scholastic materials, but also provided good diet to their children and such a parent also promotes health care through preventing diseases.

From the parents' interview responses (item 5) the researcher noticed that some parents did not want to disclose the number of spouses they had. However tabulated data indicates that 7 out of 20, representing (35%) were from monogamous marriages, 02 out of 20 (10%) were single mother, 03 out of 20 (15%) were from polygamous marriages, 01 out of 20 (5%) was a single father while 07 out of 20 (35%) were not willing to disclose their type of marriage. Item 6 was also affected by this syndrome whereby some parents did not indicate how the co-wife treated her step children. The common answer was usually, *''But I have told you I have only one wife.''*

4.3 Hypothesis Three:

There is no significant difference between family size and academic achievement in primary schools in Makindye Division.

The questionnaire was scored on items 3.1 and 3.2 to establish pupils' family size before testing the above hypothesis. The researcher used frequency counts of the score to compute the total scores and the mean for the respective school (See Appendix K). The small sized family group comprised of 100 pupils. These were compared against a sum of 100 from middle sized and 120 from large family group.

Table 4.12: Academic performance of pupils from small, medium and large families.

Respondents' family size	N	Total	Mean	SD	Df	Calculated value	Table value
Large and medium family	220	875	3.97	3.78	318	2.36	8.48
Small sized family	100	356	3.56	2.40	-	-	-

Significance level = $p \leq 0.05$

The main score and standard deviation for each group was established. In order to carry out the comparison student t-test was calculated for the two groups and tested at 0.05 level of

significance with degrees of freedom df = N – 2. The value which was obtained was 8.48. For details refer to Appendix K. Using a table containing critical values of t (Appendix E) adopted from J.H Zar (Journal of American Statistical Association, 67,578-80). The value at the bar of the table is 120 which is the maximum. The corresponding figure for 320 in this case was therefore 2.358. T-value (8.48) is greater than critical value (2.358). The researcher rejected the hypothesis and assumed that family size affects academic achievement in Makindye Division primary schools.

Section B, items 3.3 and 3.4 for the pupils' questionnaire was also computed to give strength to the above hypothesis. The results are in Tables 4.12- 4.13 that follow.

Pupils were requested to indicate if the relatives they had at home were in school. The results were indicated in Table 4.13.

Table4.13: Pupils' views on whether their relatives were in school

Response	Frequency	Percentage
Yes	134	41.8
No	186	58.1
Total	320	100

Source: Primary Data (2011)

Table 4.13 shows that 58.1% of the pupils indicated that their relatives were not in school, while the percentage of those who showed that they were in school was 41.9%. This implied that most of the pupils had indicated that their relatives were not in school. Pupils were also requested to indicate if the relatives in 4.13 were given the basic requirements for studying. The results were as indicated in Table 4.14.

Table 4.14: Pupils' responses on whether their relatives were given basic school requirements.

Response	Frequency	Percentage
Always	67	21
Sometimes	54	17
Never	199	62
Total	**320**	**100**

Source: Primary Data (2011)

In table 4.14, 62% of the pupils indicated that their relatives were not given the basic school requirements. Those for sometimes were only 17%, while those for always indicated 21% and this shows that most pupils were of the view that their parents did not show much interest in the study of their relatives.

Head teachers differed on the average number of people in their pupils' family. The responses given by the four head teachers were; 5,5, 7 and 8. This translated into an average of 6 which is a middle size family classification. For teachers 07 out of 18 represents (39%), 07 out of 18 (39%) and 04 out of 18 (23%) indicated that the pupils in the school fall into large, medium and small sized families respectively. Therefore one can conclude that most pupils were from large and medium size families.

There is a need to borrow a leaf from Kampala Pentecostal Churches' Watoto project cited in Chapter 2 of this report. Such institutional projects are likely to provide for the disadvantaged children what they are missing. The project was initiated in1992 to provide spiritual, physical, educational and emotional care so that each child becomes a responsible and productive citizen of Uganda. The watoto villages are single-family dwellings for destitute children and are located at Bbira (Mityana Road). Eight children are regarded as part of a new family life. They live in

one of the homes with a volunteer house mother. The family house consists of 3 bed rooms, a kitchen, living area and bathroom with running water. The watoto village on the other hand, has a primary school a high school, medical clinic and a multi-purpose hall.

Head teachers showed that large families affected pupils' performance in school because a parent's resources get overstretched hence culminating into underfunding of school activities. This was confirmed by 16 out of 18 (88.8%) of the teachers in item 9 of the teachers' interview guide. One teacher had this to say

> *"Pupils from large families experience financial problems which normally leads them into becoming irregular at school... Their parents take schooling as a secondary assignment and this in turn affects the pupils' concentration, hence leading to low performance."*

In item 11, 09 out 18 (50%) of the teachers further indicated that boys from large families performed better that girls from large families. Those against this were 05 out 18 (27.7%), while those who were not sure were 04 out of 18 (22.2%). However, this was outside the scope of this study hence calling for further research. Surprisingly a few teachers 02 out 18 (12%) supported large families as being advantageous to pupils' academic achievement. Their testimonies can be summed up in the extract below.

> *"Large families enhance the spirit of health academic competition between family members...A large family means more chances of people from which one can seek academic advice...There are people who are battle hardened and these learn the hard way. Such people are best suited to be in large families... 'Large' is a relative term. To a very rich person even 100 members in a family may not be outsized. It depends on the resources one has."*

In item 7 parents indicated that however small a family may be the surrounding environment had a bigger effect than the size of the family. For instance, in a slum environment there is poor sanitation, lack of role models, unpleasant cinema shows, drug abuse, gambling and a noisy environment which negatively affect children.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The specific objective of this study was to examine the relationship, between pupil's home background and their academic performance in primary schools in Makindye Division Kampala District. Data was collected using pupils' questionnaires and interview guides for head teachers, teachers and parents. Using an observational checklist, the researcher also observed the availability and use of instructional material and co-curricular activities in the sampled schools Data was analysed using a t-test for independent samples. Thereafter, conclusion, recommendations and areas of further research were provided.

5.2 Discussion

5.2.1 Hypothesis one states that;

There is no significant difference between socio-economic status and academic achievement in primary schools in Makindye Division

The hypothesis was tested on pupils' score. Data was collected using questionnaires for pupils and interviews for head teachers, parents and teachers. Findings from pupils indicated that the t-value of 0.59 was less that the critical value of 2.358. The hypothesis was retained. This implied that SES did not affect academic achievement among pupils in the division. This was also propped up by the interview results from teachers, head teachers and parents and also data from the pupils' open ended responses in which it was also indicated that both aspects were not related. Pupils, teachers, head teachers and parents unanimously indicated that pupils in the selected schools were from low income earner parents who were normally not provided with school requirements. Further to that, more often than not on a daily basis they also moved on foot when going to school. This was confirmed by the researcher on field observation at the schools.

This parity in opinions as evident from all the respondents' views could be due to the fact that all pupils were subjected to the similar conditions both at home and in schools. It should be

noted that the selected schools in Makindye Division are under Universal Primary Education (UPE). In this case, equal education opportunities were given to all pupils regardless of one's SES. It gave weight to the view that the state had a big role to play in education. In this case many education policies enacted by the government might have affected stakeholders either negatively or positively. For example, policy measures such as; structural adjustment programme (SAP) and UPE had widened the gap between the rich and the poor. This led to extreme poverty among the parents that they could not adequately provide good education to their children. This finding was in line with Acan's view (1983) who revealed that family income positively affected academic performance of a child at Primary Leaving Examinations (PLE) in Lira District.

The uniformity in opinion among all respondents on this subject could also be due to the fact that respondents were aware of the fact that a school was an open system that interacts with its environment which included parents and the homestead. In this case the relationship between the school and its surrounding as well as what had gone on within the school was very important. That staffing, control of pupils' admissions, coordination of teaching and learning and the leadership style exhibited by the head teacher influences academic results within the school. This finding was related to the systems theory, developed by Ludwig von Bertalanffy, (1968). It stipulates that a system is composed of regularly interacting or interrelating groups of activities to produce an outcome. In this case it is believed that parents' socioeconomic status did work together with school variables to determine pupils' academic performance. More so, all problems which hinder good academic performance like worldly attractions and societal expectations were not unique to one classification of SES.

It was also in consonance with Kraus & Keltner (2008) as cited in literature review of this report who argue that one's level of income and SES was judged from the type of job he/she is performing which will in turn reflect the quality of his/her pupils' academic performance in school. In line with that Sandraluz & Pebley, (2004) observe that families from low SES affect children initial reading competence due to the low number of books owned and parent distress

which creates a negative literacy environment. This is in line with the cumulative advantage theory cited by Merton (1973) who argues that the current accumulation of academic advantages of pupils across a spectrum of different socio economic status directly affects future levels of accumulation. In this case an individual who is behind at a point in time has a problem in catching up with the rest.

In contrast, Goldthorpe, (1997) observes that as low socio economic status pupils get older and start to have their first serious thoughts about future careers, they may regard the prospect of exerting great effort in school as not worth it, given the anticipation of eventually paying high tuition fees for university while at the same time lacking resources to afford them.

5.2.2 Hypothesis two states that;

There is no significant difference between family type and academic achievement in primary schools in Makindye Division

Results that were produced from a t-test for independent samples tested at 0.5 degrees of freedom were 2.07. This computed result in the pupils' scores was less than the critical value. The hypothesis was retained. This indicated that family type did not affect pupils' academic achievement.

In the open ended responses, most pupils indicated that their parents did not show much interest in their kids' schooling. Needless to state, they also indicated that their homes had unfavourable academic environment. The parents themselves confirmed this in the face to face interview and this cut across all family type, monogamy and polygamy. However, some parents deliberately refused to indicate their family type. Such parents were likely to be stigmatized by being in a polygamous marriage and prefer to keep their second wives under cover.

The similarity in respondents' views could be attributed to the fact that study habits for pupils are the major determinant for academic performance hence family type alone may not allow

for any significant difference. Factors such as; teachers' personality and content mastery, learner's level of need achievement, his/her special ability to learn plus his/her intellectual ability might have an upper hand than family type regarding academic performance of pupils. The finding could also be attributed to respondents' perception that good parenting supported by strong economic background enhances pupils' academic performance. A family has a powerful influence on the child as a socializing agent. In this case, the social climate in the family either hinders or helps pupils' academic achievement. Pupils' background in form of an orderly home environment has a positive effect on academic achievement and academically high achieving pupils come from unwavering and steady home environment with high level of parental interest and an awareness of the child as an individual Daramola, (1994). However, according to Daramola (op cit) these values were found in monogamous marriages. This was in line with Adika (1987) who also posits that conflicts are easier solved in monogamous than polygamous families.

However, we cannot rule out the possibility of having some polygamous families who could adequately take care of their children. Boushey & Weller, (2005) argue that not all polygamous families have poor study environments. This is supported by findings in this study. For instance, in some polygamous homes competition between children from co-wives forces healthy reading habits thus enhancing good academic achievement in schools. Boushey et al (op cit) further argue that some polygamous fathers may still have an interest in their children's education and also the means to cater for the children financially. Again, findings in this study vindicate this claim. In this case, equal educational opportunities from both families may still lead to good academic performance. Stafford (1987:56) who also argue ''that some students from polygamous families may outperform those in monogamous families due to financial backing mainly from their grown up brothers and sisters'' is also a similar view.

Moreover, through counseling, it is possible for some pupils from polygamous families to develop positive attitudes to the problems associated with the social climate within their families. This can satisfactorily improve academic achievement in schools.

In the same vein, Van Voorhis, (2003) also observed that a significant number of adults in many children's lives in both the developed and developing world were not their biological parents at all but surrogate parents, grandparents, aunties, uncles, brothers, sisters or neighbours. Despite that, many of them have recorded academic success and career progress in various fields. In contrast, Mallum, (2003) argues that the family deficit theory vies nuclear or two parent families as the ideal family structure and their parenting as being good for children. The theory views the absence of the other parent as a deficit to the family since his/her services would be missed, thus presents a lot of challenges to the children and the other parent.

5.2.3 Hypothesis three states that;

There is no significant difference between family size and academic achievement in primary schools in Makindye Division

A t-test for independent samples was used to test the null hypothesis above that concerned the relationship between family size and pupils' academic performance. It was tested at 0.5 degrees of freedom. The computed result in the pupils' scores was 8.48, which was greater than the critical value of 2.358. The hypothesis was rejected. This indicated that family size affected pupils' academic achievement in Makindye Division primary schools.

Teachers' interview responses indicated that the majority of the pupils come from large families. From head teachers it was coming from medium sized families. The majority of the pupils indicated that they come from large families which in addition to the biological members the family unit had relatives. The pupils further indicated that some of the relatives were not in school and even those who were in schools were not adequately given scholastic material. This finding is in line with Neumark (1988) who observes that on average children from larger families receive less schooling; do not perform well on intelligence tests. Hanushek (1992) agrees to this and also adds that birth order has a significant advantage for any child whereby if one is a first born he/she has a higher probability of being in a small family.

Cardso & Verner, (2007) observed that all low income countries have one thing in common, they ration their education according to socio stratification, whereby children from rich homes who normally come from small families attain the best schools, while those from large and poor families attain the worst schools. Therefore, it is pertinent to note that much as poor households may understand the benefits for education, the costs for them are more difficult to meet than is the case for richer households.

To the researcher's surprise, a few teachers supported large families as being advantageous to pupils' academic achievement. Among the reasons they gave was that large families nurtured among family members a spirit of competition eventually leading to good academic performance. This finding was somewhat related to Knodel & Wongsith, (1991) in Thailand, Chernichobsky, (1985) in Botswana & Levision, (1994) in Brazil who indicated that in rural areas the larger the size of the family the higher the education attainment. It could also be due to the fact that teachers go through similar primary, secondary and tertiary education experiences hence having a common background. In this case they were aware that in an African setting most families were extended and thus becoming large.

5.3 Conclusion

According to the findings of the study, the following conclusion were made:

Socio economic status did not affect academic achievement in Makindye Division Primary schools. Pupils from high, middle and low SES had an insignificant difference in their academic performance. This could be due to the fact that other factors that led to good academic performance were mainly related to school variables such as; headteachers' leadership style, provision of instructional material, supervision and monitoring. Such factors were likely to exert a stronger influence on pupils' academic performance than SES.

Family type did not affect academic achievement in Makindye Division Primary schools. Pupils from monogamous and polygamous families had an insignificant difference in their academic performance. This was due to the fact that home environment and the nature of relationship in both family types are not major determinants of pupils' academic achievement. Other factors such as pupils' study habits or the presence of quality of education indicators in schools seem to have an upper hand in determining education outcomes.

Family size affects academic achievement in Makindye Division Primary schools. Pupils from small families perform academically better than those from large families. This was due to the fact that large families affected pupils' performance in school because a parent's resources get overstretched hence culminating into underfunding of school activities. In this case parents who wish to provide quality education to their children prefer to have small families.

5.4 Recommendations

Considering conclusion above, the researcher recommends the following:

- The Ministry of Education and Sports should improve on school related factors such as; teacher-pupil ratio, inspection and monitoring that affect academic achievement in schools because learners from different SES could achieve comparable academic standard if provided with opportunities to learn.

- Sensitization seminars should be organized for parents especially those from polygamous families to sensitize them on what is affecting their children's academic performance.this could be done through Parents Teachers' Association meetings.

- Parents especially those from large families should be sensitized on productive health and family planning methods. This could improve both the domestic income of the people and their savings and the returns could be channeled towards their children's education.

- Parents should provide adequate instructional material for their children to enhance quality in education.

5.5 Areas for further study

Basing on the findings of this study, the researcher recommends that other scholars conduct studies in the following areas:

- The effect of birth order on primary level education attainment
- The effect of large families on primary education attainment.
- The contribution of institutional village homes on academic achievement for children. A case study of Watoto Children's home.
- The role of home-school partnership in enhancement of learning among pupils in primary.

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APPENDIX A

Questionnaire for Primary Pupils in Makindye Division.

Dear Pupils,

I am carrying out a study aiming at improving pupils' learning in primary schools. It is therefore against this background that you have been randomly selected to participate in the research by completing the questionnaire. These questions do not score any marks.

You are requested to provide the most appropriate answer and your responses will be kept confidential.

Thank you.

Yours faithfully,

Jane Kyakuwa

RESEARCHER

SECTION A: BACKGROUND INFORMATION

(Tick what you feel is right for you.)

1. Name of your school;

   1. St. Peters Primary School Nsambya (2) Kibuli Dem School (3) Kibuye P/S (4) Mirembe P/S

2. How old are you?

   1. Below 10 ☐ 2. 10 – 13 ☐ 3. 13 and above ☐

3. Your gender

   1. Female ☐ 2. Male ☐

4 Responsibility held at school

1. Class captain ☐ 2. Prefect ☐ 3. None ☐

SECTION B: HOME BACKGROUND INFORMATION

Circle what applies

Socio-economic status

1.1 What does your father's do?

.....

1.2 What does your mother do?

1. Professional ☐ 2. House wife ☐ 3. Peasant ☐ 4. Self employed

1.3 Do you have brothers or sisters?

1. Yes ☐ 2. No ☐

1.4 What do they do?

.....

1.5 Do your parents have other sources of income apart from their occupations?

1. Yes ☐ 2. No ☐

1.6. If yes, mention these other sources.

.....

.....

1.7 What means of transport do you use to go to school?

1. Foot ☐ 2. Bicycle/Motor bicycle ☐ 3. Taxi ☐ 4. Family car ☐

1.8 Do your parents provide essential learning requirements you need at school?

1. Yes ☐ 2. No ☐

1.9 If yes, indicate how often he/she provides essential learning requirements you need at school?

1. Very often ☐ 2. Often ☐ 3. Rarely ☐

2. Family type

2.1 Who looks after you?

1. My parents ☐ 2. Guardian/Relatives ☐ 3. Single father ☐ 4. Single ☐ mother

2.2 If you are being looked after by your parents, how many wives does your father have?

1. One ☐ 2. Two ☐ 3. More than two ☐

2.3 Do you live with your step mother?

1. Yes ☐ 2. No ☐

If yes, how does she treat you?

1. She treats me well ☐ 2. She treats me fairly ☐ 3. She treats me badly ☐

2.4 Does your home environment provide a conducive reading atmosphere?

1. Yes it does ☐ 2. To some extent ☐ 3. Not at all ☐

4. Not sure ☐

2.5 Do your parents show interest in your schooling?

1. Very much ☐ 2. Rarely ☐ 3. Sometimes ☐ 4. Not at all ☐

3. Family size

3.1 What is the size of your family?

1. 1-4 people ☐ 2 5-8 people ☐ 3 Over 8 people ☐

3.2 Apart from your father, mother, brothers and sisters do you have other relatives? at home?

1. Yes ☐ 2. No ☐

3.3 If yes, are those relatives in school?

1. Yes ☐ 2. No ☐

3.4 If yes, are they given basic requirements at school?

1. Always ☐ 2. Sometimes ☐ 3. Rarely ☐ 4. Never ☐

SECTION C: ACADEMIC PERFORMANCE

Please fill in the marks you got in English and Mathematics for end of term one 2011 examinations

C.1.1 End of term one English exam marks ☐

C.1.2 End of term one Mathematics marks ☐

THANK YOU VERY MUCH FOR YOUR COOPERATION

GOD BLESS YOU

APPENDIX B:

INTERVIEW GUIDE FOR HEADTEACHERS.

Dear Sir/Madam,

The purpose of this study is to establish facts about the relationship between home background and pupils' academic performance in government aided primary schools in Makindye Division of Kampala District.

The information collected will be kept in strict confidentiality and will not in any way be personalized. You are therefore requested to kindly respond to the questions below as objectively and accurately as possible.

1. What problems do you normally face in running this school?

   .....

2. How have you solved those problems?

   .....

3. What is the main occupation (s) of parents in this school?

   .....

4. What are the out of school or environmental problems that hinder pupil learning in this school?

   .....

5. Do the parents provide the necessary learning materials to pupils in this school? If so/not so why?

   .....

6. Give the aggregate number of people found in most families for pupils in your school?

.....

7. How does this affect pupil's performance in your school?

.....

8. Do pupils in your school from polygamous families perform better than those in monogamous ones?

.....

9. If so/not so why?

.....

Thank you very much for your cooperation

May God bless you.

APPENDIX C

INTERVIEW GUIDE FOR TEACHERS.

Dear Sir/Madam,

The purpose of this study is to establish facts about the relationship between home background and pupils' academic performance in government aided primary schools in Makindye Division of Kampala District.

The information collected will be held in strict confidentiality and will not in any way be personalized. You are therefore requested to kindly respond to the questions below as objectively and as accurately as possible.

1 Does the home background plays any role in primary pupil education?

.....

2. If yes/if not why? .....

3.How should parents foster good parenthood?

.....

4. What school variables are necessary for good academic performance?

.....

5. What is the average number of people found in families for pupils in your school?

.....

6. How does this affect pupil's performance in your school?

.....

7. Do pupils in your school from polygamous families perform better that monogamous ones?

.....

9. To what extent do you agree that children from large families (of about 10 people) are likely to perform well in schools?

.....

10. Children from small families (of less than 4 people) are likely to perform well in schools?

1. True ☐ 2. False ☐ 3. Not sure ☐

11. Boys from large families (over 8 people) perform better than girls from large families?

1. True ☐ 2. False ☐ 3. Not sure ☐

Thank you very much for your cooperation

May God bless you.

APPENDIX D

INTERVIEW GUIDE TO PARENTS

Dear Sir/Madam,

The purpose of this study is to establish facts about the relationship between home background and pupils' academic performance in government aided primary schools in Makindye Division of Kampala District.

The information collected will be held in strict confidentiality and will not in any way be personalized. You are therefore requested to kindly respond to the questions below as objectively and as accurately as possible.

1. What is your main occupation/ job? .....
2. How many children do you have? .....
3. What problems do you face regarding your children's education?

   .....
4. How does the home help a primary pupil to perform well in school?

   .....
5. Do you have more than one wife?

   .....
6. If yes? How does she treat your children?

   .....
7. How does the surrounding area hinder or help your child to perform well in school?

Thank you very much for your cooperation

May God bless you.

APPENDIX E:

OBSERVATION CHECKLIST FOR INSTRUCTIONAL MATERIALS IN SCHOOLS

Institution..... No of pupils

Material	Institution	Quality of material	Number	Adequate	Inadequate	Not available
Models						
Wall maps						
Photographs						
Play material						
projectors						
Computer						
Wall displays						
School plant						

APPENDIX F

KYAMBOGO UNIVERSITY
P. O. BOX 1, KYAMBOGO - KAMPALA, UGANDA
TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Our Ref:

Your Ref:

Date: 29 July 2011

TO WHOM IT MAY CONCERN

This is to certify that **Ms. KYAKUWA Jane Reg. No. 09/HD/20/MEPPM** is a student in our department. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

The relationship between Home Background and Pupils' Academic Performance in Government – Aided Primary Schools in Makindye Division of Kampala District

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

Kyambogo University
FACULTY OF EDUCATION
28 JUL 2011
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.

Okongo Wilberforce
HEAD OF DEPARTMENT