

**HOUSEHOLD INCOME AND PUPILS PERFORMANCE IN
MULANDA SUB-COUNTY, TORORO DISTRICT**

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DECLARATION

I, Akoth Caroline hereby declare that this research work is my original effort and it has not been submitted to any institution of higher learning for any award.

CAKOTH

Signed:.....

Date: 20/09/2024

APPROVAL

I confirm that this research report titled 'household income and pupils' a academic performance in Mulanda Sub-County Tororo district 'was undertaken under my supervision.



Signed
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Supervisor

Date: 20/09/2024

DEDICATION

This research project is dedicated to my beloved children; Florence Cynthia, Joshua Emmanuel, Jane Frances and Juliana. The ball is now in your hands

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ABSTRACT

This study explored the relationship between household income and pupils' performance in Primary schools in Mulanda Sub-County, Tororo District. The objectives of the study were to establish the effect of households' capacity to meet fees payments on pupils' performance in Primary schools, to examine the relationship between the households' home-life conditions and pupils' performance in Primary schools, and to assess the influence of household income on pupils' choices that affect performance in Primary schools. The study adopted a case study design using both quantitative and qualitative approaches. Data were collected by use of questionnaire and interviews, and analyzed quantitatively and qualitatively. Quantitative data was analyzed at univariate level. Qualitative data was analyzed using content analysis. The findings revealed that tuition payment affects performance of pupils, home-life conditions influenced pupils' performance in Primary schools and household income influenced pupils' choices affecting performance of pupils. Therefore, it was concluded that household's capacity to pay tuition fees strongly impacts on pupils' performance, households' home-life conditions are important for pupils' performance in Primary schools, and household income influence on pupils' influence on pupils' choices is imperative for performance in Primary schools. It was thus recommended that parents should make effort to pay tuition fees to enable pupils' performance, parents should provide conducive home-life conditions to promote pupils' performance in Primary schools, and parents should appreciate that keeping away from school to work for money affect their performance.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The importance of knowledge creation to development has long placed institutions of learning at the centre of the efforts of governments to increase the rate at which their economies grow. Therefore, one of the most visible areas of performance of institutions and schools is the extent to which they are able to educate learners who, on leaving their institutions, are transformed individuals capable of making a positive difference at national, regional or global levels. Clearly, part of the success of the educational process is measured in the quality of the pupils' academic performance while at the school (Cheesman, 2006). This chapter of the study covers the background, statement of the problem, study objectives, research questions, conceptual framework, and scope of the study, significance, justification, scope and operational definitions.

1.2 Background to the study

1.2.1 Historical background

The interest of researchers in studying effects of household income on the performance of students goes back a long way. Guimarae & Breno Sampaio (2011) indicates that back in 1960s Blau and Duncan (1967) published the American occupational structure, in which they examined the contribution of fathers' occupational status on the achievement of their students. Haverman and Wolf (1995) in their comprehensively review of the literature point out the most common findings since early 1970s indicate that the most determinants of pupils' performance are those related to human capital of parents. Woessmann (2004) estimates how different family background variables may affect students' scores in several European countries and the USA. His main conclusions were that family background has strong and similar effects on both Europe and the USA students.

In a study by Rowan et al. (2004) in the United States (US) gaps in achievement among poor and advantaged students were found to be substantial. The income level of the family is positively associated with the education attainment of the child. Davis-Kean (2005) found out that household incomes are moderate to strong predictors of performance of students. Yousefi et al.

(2010) established the existence of a relationship between family income and performance of students. Duncan et al (2011) found out that family income at early ages is more important for determining educational attainment whether they control for fixed family effects or not.

The relationship between household income and cognitive ability in students is global. Cross-cultural phenomenon research in Australia, America and in African countries like Nigeria and Uganda have confirmed that Social economic status (SES) has an impact on IQ and performance of students. In South Africa, the fact that there is still wide economic disparity and educational inequalities, students of low SES face a high risk of performing more poorly than their high SES/high quality of education counterparts on measures of general intellectual functioning and academic performance (Maswikiti, 2008).

The study was conducted in Primary schools in Tororo District. Currently there are eight Primary schools in Mulanda Sub-County, Tororo District. In Mulanda Sub-County, Tororo District, performance of pupils seems to be poor. A few schools in Tororo District consistently perform well in Primary Leaving Examination (PLE) while others perform poorly year in year out. Schools have put in place early morning lessons, extra lessons and increased supervision to enhance performance but students continue to perform poorly. The above contextual background shows that there is poor performance of students in the Primary schools. This leads to the unanswered empirical question as to what is the relationship between household income and performance of students in Primary schools in Mulanda Sub-County, Tororo District.

1.3 Statement of the Problem

Good performance of students is important as far as development of a nation is concerned. Good performance of students leads to positive outcomes after school (Essays, 2013). Schools have put in place early morning lessons, extra lessons and increased supervision to enhance performance but students continue to perform poorly. In Mulanda Sub-County, Tororo District, performance of students is poor. A few schools in Tororo District consistently perform well in Examinations (PLE) while others perform poorly year in year out. However, if the problem of academic achievement is not addressed, the development of the nation will be at stake. Therefore, this study in the context of Uganda specifically Mulanda Sub-County, Tororo District was to determine the relationship between household income and students performance.

1.4 Purpose of the Study

The main objective of this study was to explore the relationship between household income and pupils' performance in Primary schools.

1.5 Objectives of the study

This study sought;

- To establish the effect of household's capacity to meet tuition payments on students' performance in Primary schools.
- To examine the relationship between the households' home-life conditions and students' performance in Primary schools.
- To assess the influence of household income on students choices that affect performance in Primary schools.

1.6 Research Questions

The study was guided by the following research questions;

1. What is the effect of household's capacity to meet tuition payments on students' performance in Primary schools?
2. What is the relationship between the household's home-life conditions and students' performance in Primary schools?
3. What is the influence of household income on students' choices that affect performance?

1.7 Research Hypotheses

The study was analyzed along the following research hypotheses;

- The household's capacity to meet tuition payments affects students' performance in Primary schools.
- There is a relationship between the households' home-life conditions and students' performance in Primary schools.
- Household income influence students' choices that affect performance in Primary schools.

1.8 The scope of the study

1.8.1 Geographical Scope

The study was carried out in Mulanda Sub-County, Tororo District. The study was conducted in three Primary schools to represent others because of size and period they have existed since establishment and location. The schools were Amor primary school, Lwala primary school, Pajwenda primary school and Iyoriang primary school.

1.8.2 Content scope

The content scope of the study was household income and students' performance. The study explored household's capacity to meet tuition payments, households' home-life conditions and household income influence on students' choices in relation to performance.

1.8.3 Periodic Scope

The periodic scope of the study was from 2019 to 2022. This period was selected because it would enable the researcher to study students still in progress analyzing their performance. This period was sufficient to provide sufficient data on household income and academic performance.

1.9 Significance the study

The findings of the study enabled the researcher to make recommendations to policy makers on what policies and strategies can be implemented to improve performance of students in Primary schools.

The findings will also help the head teachers and teachers to review their methods of handling students from diverse backgrounds such that all students are supported in their diverse statuses to perform well. This will help in improving the performance of students whose poor performance could be a result of household income.

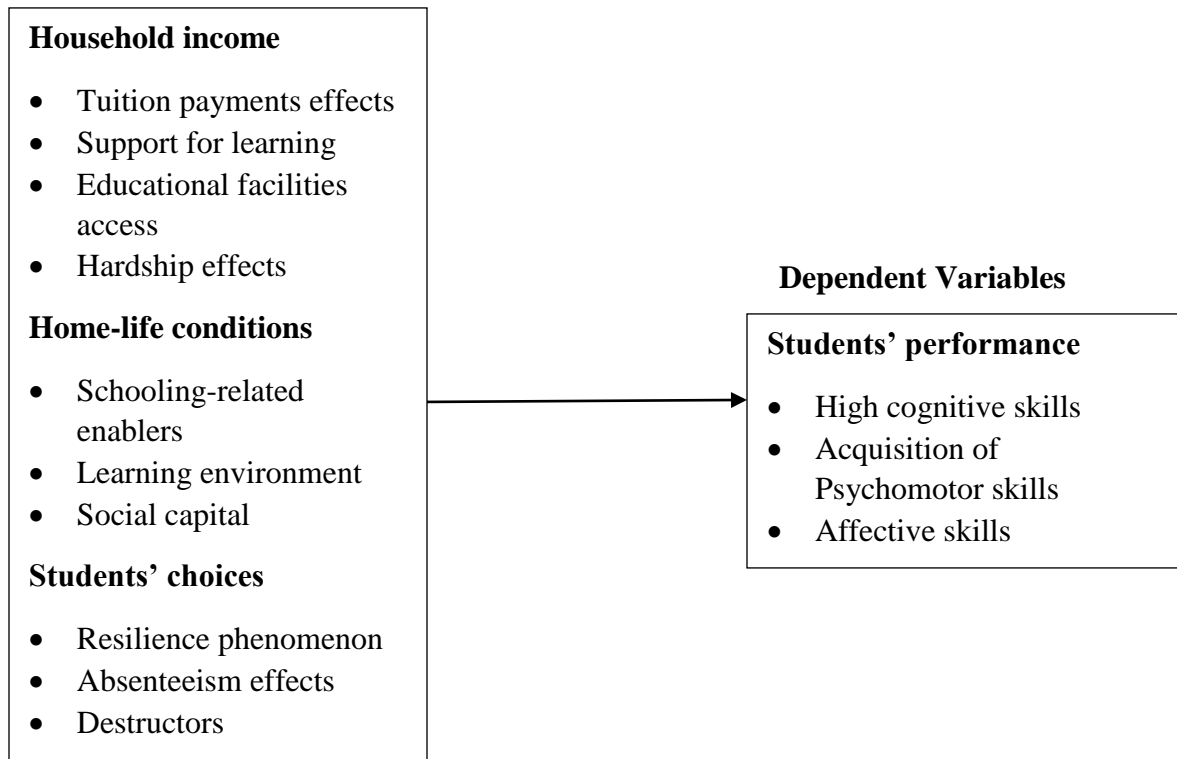
The study will also provide new knowledge to researchers and academicians to extend and develop new knowledge that can help in enhancing the performance of students from poor households.

1.10 Conceptual Framework

There is a relationship between household income and performance of students. The description of this relationship is presented in the framework here under. The framework is constructed basing on Max Weber's (1920) systems theory. The model is based on the belief that factors in the closed open system affect performance of students.

Figure 1.1: Conceptual Framework

Independent Variables



Source: Drawn for this study basing on the literature review Manza & Sauder (2009); Hossain et al. (2012); Willingham (2012) & Pedrosa et al. (2006).

The above model shows that there is a relationship between household income and performance of students. These factors includes tuition payment effects, home life conditions and students choices all determined by the residence of the student in the “closed” or “open system” as presented by weber (1920). Tuition effects include support for learning, educational facilities access hardship effects. Home-life conditions include schooling-related enablers, learning

environment and social capital. With students' choices, these include resilience, absenteeism effects and destructors. Household income is thought to affect students' performance seen in cognitive skills, psychomotor skill and affective skills.

1.11 Operational Definitions

Household income: This is the measure of the combined incomes of all people sharing a particular household or place of residence (Rao, 2013). In this study, it operationalized to refer income levels that affect tuition payment, home life conditions that affect learning and students choices.

Performance: This refers to the achievement or scores of students in the basics measured by the tests (Daiggett, 2009). In this study, this is operationalized to refer to cognitive skills, psychomotor skills and affective skills acquired by students.

Tuition payments effects: In this study, this has been operationalized to refer to support for learning, educational facilities access and hardship effects.

Home-life conditions: In this study, this refers to schooling-related enablers, Learning environment and social capital.

Students' choices: In this study this refers to the resilience phenomenon, absenteeism effects and destructors that affect students' performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents existing literature on household income and students' performance. The literature analysis is on household's capacity to meet tuition payments, households' home-life conditions and household income influence on students' choices in relation to performance. While carrying out analysis, the contributions, weaknesses and gaps in the existing literature was revealed.

2.2 Theoretical Review

According to Manza and Sauder (2009), Max Weber's (1920) propounded that there are primarily two sorts of system; 'The open system', the system open to outsiders that does not deny participation to anyone who wishes to join and is actually in a position to do so. Then 'The closed system', a system closed to outsiders according to its subjective meaning and its binding rules, participation of certain persons is excluded, limited, or subjected to conditions. In this theory, it identified that closed systems typically exclude the majority of people from governmental processes and work toward social closure. Conversely, open systems allow participation of those beyond the small elite, even if it detracts from the social closure of the society. In closed systems, only a small group of people are able to participate in governmental and decision making processes. As a result, a very exclusive elite group comes to dominate, making decisions that often serve their own interests, ignoring or minimizing the importance of others' needs. Monopolies are therefore maintained, leading to heightened levels of social closure, in which a small and insular group comes to dominate all proceedings.

On the other hand, the open systems allow for the full participation of a society's constituents. This more democratic system would be much more likely to cater to the interests of the majority of the people, as opposed to solely the interests of the elite. However, due to the interests of the group that holds the most power, it is likely that closed systems would have a greater interest in perpetuating inequality than would open systems. In relation to this study, this theory holds that socio-economic status likely remains a large predictor of a student's achievement in school as the student is already locked out of the advantages that enhance the students' performance. This

theory will thus guide the study in to investigate how the economic positions of students households determine the way they perform in academic in private universities where the distinction between those who can pay and those who cannot easily should be more vividly visible.

2.3 Review of related literature

2.3.1 The household's capacity to meet tuition payments and students' performance

Access to more resources implies potentially greater household support for learning in the form of funding schools fees, transport to school, school uniforms, investment in child health (for example through nutrition), educational materials and a supplementary private tuition. If households were not credit constrained, i.e. if they were all able to obtain as much credit as they required at the prevailing interest rate, then the material position of an individual household should constrain its investment in education (Kuh, 2006). Income is important as a poor parent cannot afford to send his/her child to a good school where tuition fees are higher, and cannot afford good books, food and undisturbed study (Hossain et al., 2012). However, this literature is based on lower education levels other than school. This study is therefore; attract to establish whether support for learning needs of school by parents affects their performance.

Combs (1985) argues that in virtually all nations, students of parents high on the educational, occupation and social scale have far better chance of getting into good Primary schools and from there into the best colleges and universities than equally bright students of ordinary workers or farmers. Apparently, findings of many empirical studies suggest that students whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the students with families are located at the middle or top of the hierarchy. Therefore, this means that students who lack educational facilities perform poorly. The researcher therefore attempted to establish the relationship between possession of learning facilities and students' performance at school level.

Lack of tuition reduces students' attention. According to Ngolovoi (2010), in situations where students where there is cost sharing, students suffer financial hardship. The financial hardship thus results in students' engagement in income generating activities. Students are also forced to find other strategies for survival like skipping meals, cooking in their dormitory rooms and even

engaging in prostitution. These behaviors consequently have negative effects on their academic performance. However, the relationship between hardship and academic performance has not been indicated here attracting the attention of the researcher.

Mpiza (2007) outlines that financial hardship results in psychological stress leading to poor performance. This concurs with the views of Archer et al. (2003) who argue that financial difficulty is the main reason hindering academic success for lower social class students. This is due to the concerns about debt and spending more time on part time employment. Students have to cope with a very complex system that does not enable them to plan their income and expenditure or to make an economic assessment of the cost and benefit of higher education. This means that students get absorbed in their financial problems hence lessen concentration and this will be investigated by the study.

One of the factors for students' poor performance is chronic absenteeism. Balfanz & Byrnes (2012) indicate that chronic absenteeism is most prevalent among low-income students, and it is low-income students who benefit the most from being in school every day. Students who live in poverty have complex lives and must make trade-offs among competing demands. This indicates that one of the most effective strategies for providing pathways out of poverty is to do what it takes to get students who live in high poverty neighborhoods to attend school every day. However, the cause of absenteeism of students in Ugandan universities has not been found to be related to poverty. Therefore this study is attracted to establish the cause of absenteeism and how it affects performance.

Parental income is a marker for on-going parental support of schooling and school-retired behavior once the student is in school. No doubt this links to mobility / attendance issues, too (Wiggins, 2012). This is in agreement with the views of Drummond & Stipek (2004) who indicate that the parents of low income believe that their role in students' academic learning is limited to meeting students' basic and social emotional needs, such as providing clothing, emotional support and socializing manners. Therefore, these parents' short-sightedness toward their responsibilities in the educational processes of their students and scarcity of fund to intensify such processes could be a challenge to their students' success. This study will investigate how differences in parental support affect performance of students.

2.3.2 Households' home-life conditions and students' performance

Parental income is a marker for pre-school conditions and behaviors in the home, what Willingham (2012) calls "family investment". The poorer the family, the less likely the child is ready in terms of schooling-related enables; habits, vocabulary, thinking and experience. And pre-school entry-level abilities are life-determining (Wiggins, 2012). Well to do households can provide such an environment that suits best for academic success of their students (Farooq et al., 2011). Family investment includes such facilities as computers access, affording books and others sources of academic support (Willingham, 2012). However, it has not been pointed whether lack of these family investments prevents poor students from excelling.

A study in the on Grenadian students found out that financial problems led to stress and anxiety on students which in turn had a negative impact on the academic performance of some of these students. Dahl and Lochner (2012), indicate that students growing up in poor families are likely to have adverse home environments or face other challenges that would continue to affect their development even if family income were to increase substantially. Income effects may be greatest among economically disadvantaged families. Since family income affects decisions about investment in students, as well as parental stress and whether the general home environment is conducive to development, current and lagged family income have the potential to affect child outcomes at any particular age. However, there are students who have come from poor families and excelled. The study attempted to establish how significant the correlation between home environments and academic performance is.

According to Escarce (2003), household income has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. This is because due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, has reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school. This study investigated how the quality of schools attended before school affect performance at school.

Most households come from rural areas or poor neighborhood of cities where there are poor schools facilities. According to Hossain et al. (2012), students coming from rural areas have

weaker educational background than those from urban areas. Hossain et al. explain that for instance in Bangladesh areas which are urban are more advanced in education and students of their inhabitants have a knack for formal schooling; while there are different scenarios in the areas that are rural. However, it has not been established whether when students from townships perform differently from those from rural areas when they meet at school and this was investigated.

Rigorous academic preparation, high educational aspirations, and family support are easier to come by if the family has economic resources. Put another way, the chances that a student will enjoy these advantages increase as family income increases, because family SES sets the stage for students' academic performance by directly providing resources at home and indirectly providing the social capital necessary to succeed in school. Nicoli (2011), states that the students' socio-economic status is the best predictor of earning a bachelor's degree after controlling for academic ability. However, here it is not indicated that when students meet at the school those from good socio-economic background perform better attracting the attention of the study.

It is generally believed that students from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. Accordingly, it is well recognized that wealthy and well-educated parents ensure their students' future earning by providing them a favourable learning environment, better education, and good jobs (Osonwa et al., 2013). Thompson & Fleming (2003) indicates that students who used a computer both at home and at school achieved a significantly higher science score than those who only used a computer at school. In contrast to this belief, Osonwa et al. (2013) indicate that students from low socio-economic status parents do not have access to extra learning facilities; hence, the opportunity to get to the top of their educational ladder may not be very easy. However, the missing link in Uganda is whether students from rich families properly use the extra learning facilities for academic progress and this was studied.

Further Okafor (2007) quoting Birch and Gussow (1979), indicates poverty contributes toward educational failure, not simply because poor students are "culturally disadvantaged", but because their health and nutritional status is inadequate to allow for the maximum mental development and for the realization of their educational potential. The likelihood that the poor students would

end up being at risk in terms of deficient development is a reality that could begin even before birth. However, in Uganda, it has not been studied to establish that students who had nutritional problems at school perform poorly and this was studied.

Osonwa et al. (2013) indicate that environmental factors of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress, and educational failure characteristic of poor households are contributors to students' poor performance. Students suffering these conditions are likely to have learning disabilities than non-poverty students. Casanova et al. (2005) support the above view when they indicate that a combination environmental factor contribute to students' academic success. If a student has not eaten for days he / she cannot be expected to maintain focus in a classroom. The study investigated the likelihood of learning disabilities because of poverty and how they affect students' performance.

2.3.3 Household income and students' choices that affect performance

Pedrosa et al. (2006) in a study of undergraduates and academic performance at a Brazilian school found that students coming from disadvantaged socio-economic homes perform relatively better than those coming from higher socio-economic strata. They called this phenomenal educational resilience. Resilience was also recognized in an earlier study by Floyd (1996) who indicates that resilience is a factor that enhances higher academic performance among students of a low social economic background. Accordingly, there are students who succeeded despite economic hardships in their respective families. In their homes, there was limited money for extracurricular activities like football or basketball games, dances or senior proms, or even senior pictures. However, these students managed to continue focusing on and excelled in their education despite the occurrence of serious problems due to or related to socio-economic insecurity. The study investigated the tendencies of resilience in Ugandan poor students and their performance.

Mlambo (2011) expounds that in recent times, students have found a need to seek employment while studying on a part-time basis due to financial constraints. The numbers of part-time students has also risen sharply. This makes it impossible or unnecessary for students to attend classes which may affect their academic performance. Accordingly, this is because existing evidence points to a strong correlation between attendance and academic performance. This is further confirmed by Hossain et al. (2012) who explain that child from a poor family may have

to work with parents to supplement income. That is a family which has grown up students can earn to help parents; while minor students can create an economic pressure on father / mother. This study investigated the effect of absenteeism on students' performance at school.

Osonwa et al. (2013), point out that many people who might have performed well in different fields have been forced into uninspired careers due to unavailability of finance resources. Such individuals are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in life of an individual student may spell doom for his academic success. Asikhia (2010) confirm this when they posit that individuals at the lowest economic level are often the least well-served by the school system. However, it has not been established whether working while at school affects the students' performance in Ugandan universities.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was employed by the researcher in the study. It presents the research design, study population, sample size and selection, sampling techniques,

research methods, study instruments, measurement of variables, reliability and validity, data analysis, ethical considerations, limitations and conclusion.

3.2 Research Design

The proposed study used both quantitative and qualitative research approaches. The quantitative approach was adopted because the study included descriptive statistics and drawing of figures. The qualitative approach supplemented the quantitative paradigm by providing detailed information in form of statements from interviews for in-depth analysis (Fassinger & Morrow, 2013). This study adopted a case study design. A case study research design is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence. Case studies can be used to explore, describe, or explain phenomena by an exhaustive study within its natural setting (Ellis & Levy, 2009). The design helped in carrying out in-depth analysis and drawing of statistical inferences the design collects data using both questionnaire and interviews.

3.3 Study Population

The population of the study used was 2440 divided into three segments; 2280 primary students, 8 head teachers drawn from 8 Primary schools in the Sub-County both Government Aided and Private. This population provided the appropriate study sample.

3.4 Sample Size and Selection

The size of the sample was 160 respondents comprising of 1542 primary students that was determined basing on the sample size selection table used by Krejcie and Morgan (1970) (Appendix 1) and 4 head teachers selected purposively.

Table 3.1: Population and Sample size Composition

	Categories	Population	Sampled population
1	Pupils	2280	152
2	Head teachers	8	8

	Total	2288	160
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3.5 Sampling Techniques

The sample was selected basing on stratified random and convenient sampling. Stratified random sampling ensured that all parts of the population were represented in the sample in order to increase the efficiency (Dattalo, 2010). Purposive sampling was used to select particular people to provide in-depth views since the study was both qualitative and quantitative. Purposive sampling allowed the researcher to select a small number of rich cases that provided in-depth information and knowledge of a phenomenon of interest (Bordens & Abbott, 2011).

3.6 Data Collection Methods

3.6.1 Research Questionnaire Survey

The study employed a questionnaire survey for the students. The format used was the simple multiple-choice. Simple-multiple-choice identified only the most important alternative for each respondent preventing the respondent from expressing his or her preference over the others (Sato, 2003). The required responses were based on a five-point Likert scale with 5 intervals: (1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree).

3.6.2 Interviewing

Interviewing is a method that is used when a specific target population is involved. The aim of conducting a personal interview survey is to explore the responses of the people through gathering more detailed information (Sincero, 2012). The method was chosen because people are more likely to readily answer live questions about a subject than open-ended questions due to the fact that the respondents find it more convenient to give their long answers orally than in writing. Interviewing was for the head teachers.

3.7 Data Collection Instruments

3.7.1 Research Questionnaire

The questionnaire was the main research instrument. The questionnaire was chosen as an instrument of the study because it was self-completed by the respondents, it was cheap and more suited because the questions were clear and simple in their meaning, and the choice of replies was limited to fixed categories (Constantinos, 2011). The items were short requiring direct answers based on a five-point Likert scale with 5 intervals (1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree). Students responded to the questionnaire. However, because most of them were not able to comprehend the question items because of the English language used in the questionnaire, it was interpreted for them.

3.7.2 In-depth Interviews

This provided more qualitative data. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation to explore issues in depth (Boyce, 2006). These were conducted on 8 respondents who were the head teachers of the Primary schools.

3.8 Research Procedure

The researcher obtained a letter from the dean faculty of education allowing him to proceed to the field. The researcher took the letter to the head teachers of the schools who introduced the researcher to the students. The researcher personally administered the questionnaires and conducted interviews. Each questionnaire was accompanied by a letter explaining the general purpose of the study. In conducting interviews, the researcher jotted down the important points aired out by the respondents.

3.9 Validity of the Instruments

The researcher looked at content related validity. The test of content validity was established through inter-judge with two research experts, each analyzing the questionnaire and the interview guide to their opinion about their accuracy. Each judge rated the items of the instruments on a two point rating scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) was done by summing up the judges ratings and dividing by two to get the average. The items rated irrelevant for the study were discarded and replaced with relevant ones.

The formula for CVI was;

$$CVI = \frac{n}{N}$$

Where; n = number of items rated as relevant and N = Total number of items in the instrument. The instruments were considered at CVI above 0.70. This was because Amin (2005) observed that in a survey study, the least recommended CVI is 0.70 (or 70%). Some adjustments were made to make the questions more valid.

3.10 Reliability

Reliability means the extent to which results are consistent (same) over time. If the results of a study can be reproduced under a similar methodology. Then the research instrument is considered to be reliable Joppe (2000). Shenton (2004) calls it credibility, transferability, dependability, and conformability. The strategies used to obtain reliability were; peer debriefing, prolonged engagement and audit trails. Data was systematically checked, focus maintained and there was identification and correcting of errors (Tashakkori & Teddlie, 2003). This ensured accuracy of data collected.

Reliability for qualitative data was determined by calculating reliability Analysis Scale (Alpha co-efficient) using SPSS (17.0). The instrument were found valid at above .70 (70%) after a pilot study. A reliability of .70 indicates 70% consistency in the scores that are produced by the instrument (Amin, 2005).

3.11 Data Analysis

In analyzing qualitative analysis, patterns and connections within and between categories of data collected were identified. It was presented in form of notes, word-for-word transcripts, single words, brief phrases and full paragraphs (Powell & Renner, 2003). Data was interpreted by composing explanations and substantiating them using the respondents open responses. Data analysis was done using content analysis. Quantitative data was analyzed using statistical package for social scientists (SPSS 17.0). Analysis involved descriptive statistics that were frequencies, percentages and means.

3.12 Research Ethics

Consent as obtained from all the respondents participating in the study. Anonymity and confidentiality were observed during data collection and handling the responses. Information was availed to the respondents that the research would not endanger them directly or indirectly and that participation was voluntary. In the collection of interview data, the researcher kept noting down major points and after data was coded, analyzed and the report compiled.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This chapter covers the presentation, analysis and interpretation of the findings of this study on parental involvement and academic achievement of pupils in Primary schools in Mulanda Sub-County, Tororo District. Analysis of the study was based on the objectives of the study seeking to ascertain the influence of parental educational requirements provision on academic achievement of pupils in Primary schools, to establish the influence of parental guidance on academic achievement of pupils in Primary schools and to find out the influence of parental school relationship on academic achievement of pupils in Primary schools in Mulanda Sub-County, Tororo District. Specifically, this chapter presents the response rate, background findings, descriptive and inferential results.

4.2 Response Rate

The researcher anticipated to collect data from 152 respondents including 144 for the questionnaire survey and 12 for interviews. But the complete data for the questionnaire was collected from 116 and interviews from 8 respondents hence making a total of 124 respondents. The response rate was as presented in Table 4.1.

Table 4.1: Response Rate for the Study

Instruments	Targeted	Actual	Response Rate
Interview	10	8	80%
Questionnaires	144	116	80.6%
Total	156	124	80.3%

The data in Table 4.1 shows that interview data were collected from 8(80%) of the selected respondents and questionnaire survey data from 116(80.6%) respondents out of the originally selected 160. The overall response rate for both interview and survey data respondents was 124(79.5%). This response rate was considered sufficient because Nulty (2008) proposes that a response rate of 50% and above is acceptable in social research surveys.

4.3 Background Characteristics

This section presents facts about the respondents, namely; sex, age groups, parents' economic status and parents' occupation as given in Table 4.2.

Table 4.2: Respondents Background Characteristics

Item	Categories	Frequency	Percentage
Sex of the Respondents	Male	52	44.8
	Female	64	55.2
	Total	116	100.0
Age Groups	0-10 years	54	46.5
	11-12 years	38	32.8
	Above 12 years	24	20.7
	Total	116	100.0
Parents' Economic Status	Low income status	66	56.9
	Middle income status	34	29.3
	High income status	16	13.8
	Total	116	100.0
Parents' Occupation	Peasant	72	62.1
	Business	26	22.4
	Civil servant	18	15.5
	Total	116	100.0

The results on sex category, females represented larger percentages (55.2%) with males 44.8%. this suggested that more of the respondents were females. Despite the females being the larger percentage, the data collected was representative of both gender groups because the number of males was equally high and they effectively participated in the study.

In regard to age groups of the respondents in years, the results showed that the larger percentage (46.5%) were aged 10 years and below, followed by 32.8% who were aged 11.12 years and the least percentage (20.7%) were aged above 112 years. This means that most of the respondents were 10 years and below. It was thus believed that the respondents could give reliable data basing on their ages because these were certainly pupils.

In regard to parents' economic status, the larger percentage (56.9%) mentioned low income, 29.3% middle income, 13.8% high income. The results suggest that most of the pupils' parents were of low income. With respect to parents' occupation, the larger percentage (62.1%) mentioned peasant, 22.4% business, and 13.8% civil servant. The results suggest that most of the pupils' parents were of peasants.

4.4 Descriptive of the Dependent Variable: Academic Performance of Pupils.

The questionnaire (Appendix II) showed that the dependent variable (DV) that is academic performance of pupils was measured using 12 items. The items measuring academic achievements of pupils were scaled using the five-point Likert scale where, where; 1 = Very Untrue, 2 = Untrue, 3 = Somewhat True, 4 = True and 5 = Very True.

Table 4.3: Frequencies, Percentages and Means for Performance of pupils

Performance	F%	SD	D	U	A	SA	Mean
		1	2	3	4	5	
I can make meaning from what I read	f	8	22	4	50	32	3.68
	%	6.9	19.1	3.5	43.5	27.8	
I understand what I read	f	3	25	4	52	32	3.73
	%	2.6	21.6	3.4	44.8	27.6	
I easily understand the views of my fellow pupils	f	3.4	15.5	8.6	39.7	31.0	3.81
	%	3.5	15.8	8.8	40.4	31.6	
My hand writing is legible	f	1.7	15.5	6.0	46.6	27.6	3.85
	%	1.8	15.9	6.2	47.8	28.3	
I can write a good story	f	1	25	8	59	20	3.64
	%	0.9	22.1	7.1	52.2	17.7	
I can use appropriate spelling, capitation and punctuation	f	13	12	13	60	16	3.47
	%	11.4	10.5	11.4	52.6	14.0	
I am able to write very fast when something is being dictated	f	3	23	11	60	19	3.59
	%	11.4	19.8	9.5	51.7	16.4	
I like reading	f	3	26.	2	46	39	3.79
	%	2.6	22.4	1.7	39.7	33.6	
I can pronounce words very well	f	3	17	5	44	50	4.09
	%	2.6	14.7	4.3	37.9	43.1	
I can put what I read into my own words	f	2	3	-	33	78	4.57
	%	1.7	2.6	-	28.4	67.2	
I turn to dictionaries when I come across new words in the English reading	f	7	5	-	46	58	4.34
	%	6.9	4.3	-	39.7	50.0	
I am good at making calculations	f	9	2	-	42	63	4.37
	%	7.8	1.7	-	36.2	54.3	

The results in Table 4.3 regarding whether the pupils could make meaning of what they read showed that, cumulatively the majority percentage (71.3%) of the pupils agreed while 26.0% disagreed and 3.5% were undecided. The mean = 3.68 was close to code four which on the five-point Likert scale used to measure; the items corresponded to agreed. This suggested that the pupils agreed. Therefore, the results meant that the respondents indicated that they could make meaning of what they read.

With respect to whether the pupils understood what they read, cumulatively the majority percentage (72.4%) of the pupils agreed while 24.2% disagreed and 3.4% were undecided. The mean = 3.73 was close to four, which corresponded with agreed. This implied that the pupils

agreed, thus, the pupils understood what they read. Regarding whether the pupils easily understood the views of their fellow pupils, cumulatively the majority percentage (72.0%) of the pupils agreed while 19.1% disagreed and 8.8% were undecided. The mean = 3.81 was close to four, which corresponded with agreed. This suggested that the pupils easily understood the views of their fellow pupils.

In regard to whether the pupils' hand writing was legible, cumulatively the majority percentage (76.1%) of the pupils agreed while 17.7% disagreed and 6.2% were undecided. The mean = 3.68 close to four which corresponded with agreed hence the pupils agreed. This suggested that the pupils' hand writing was legible. As to whether the pupils could write a good story, cumulatively the majority percentage (69.9%) of the pupils agreed while 23.0% disagreed and 7.1% were undecided. The mean = 3.64 close to four which corresponded with agreed indicated the pupils agreed. This suggested that the pupils could write a good story.

With respect to whether the pupils could use appropriate spelling, capitalization, and punctuation, cumulatively the larger percentage (66.6%) of the pupils agreed while 21.9% agreed and 11.4% were undecided. The mean = 3.46 was close to three which corresponded to undecided. This suggested that the pupils indicated that they could use appropriate spelling, capitalization and punctuation. Relating to whether the pupils were able to write very fast when something is being dictated, the results showed that cumulatively the majority percentage (68.1%) of the pupils agreed while 22.4% disagreed and 9.5% were undecided. The mean = 3.59 close to four which corresponded with agreed indicated the pupils agreed. This implied that pupils were able to write very fast when something is being dictated.

As to whether the pupils liked reading, cumulatively the majority percentage (73.3%) of the pupils agreed while 25.0% disagreed and 1.7% was undecided. The mean = 3.79 close to four which corresponded with agreed indicated the pupils agreed. This meant that the pupils indicated that they liked reading. In relation to whether pupils could pronounce words very well, cumulatively the majority percentage (81.0%) of the pupils agreed while 14.7% disagreed and 4.3% were undecided. The mean = 4.09 close to four which corresponded with agreed indicated the respondents agreed. This meant that the pupils indicated that they could pronounce words very well.

With regard to whether the pupils can put what they read into my own words, cumulatively the majority percentage (95.6%) of the pupils agreed with 4.3% disagreeing. The mean = 4.57 close to four suggested that the pupils agreed. This meant that the pupils indicated that they can put what they read into my own words. As to whether the pupils turned to dictionaries when they came across new words in the English reading, cumulatively the larger percentage (89.7%) of the pupils agreed with 10.3% disagreeing. The mean = 4.34 close to four indicated that the pupils agreed. This meant that the pupils indicated that they turned to dictionaries when they came across new words in the English reading.

With respect to whether the pupils were good at making calculations, cumulatively the larger percentage (90.5%) of the respondents agreed with 9.5% disagreeing. The mean = 4.37 close to four indicated that the respondents agreed. This meant that the pupils were good at making calculations.

In their qualitative responses, the head teachers' views indicated that the general performance of pupils was good. One head teacher stated, "In this school our pupils' performance has progressively been improving in the last three to four years". Another head teacher said, "The performance in this school is good but the basic challenge is that there is overcrowding in class making it hard for teachers to handle pupils at individual level. He added that the teaching materials are inadequate in relation to numbers in class". Another said, "This thing called automatic promotion affects academic performance in schools because the worst performers are irrespective of the ability of the child." Similarly another said, "We try to do our best to teach because our interest lies in performance of our pupils but the government delays to release the UPE funds affecting all the academic". Therefore as a whole all the interview responses are in agreement that academic performance was generally good.

4.5 Descriptive of the Dependent Variable: Tuition payments effects and Academic Performance of Pupils

The questionnaire (Appendix II) showed that the dependent variable (DV) that is **Tuition paymentseffects** was measured using 8 items. The items measuring Tuition Payment were scaled using the five-point Likert scale where, where, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree.

Table 4.4: Frequencies, Percentages and Means for Tuition Payment Effects

Tuition Payment Effects	F%	SD	D	U	A	SA	Mean
		1	2	3	4	5	
My parents pay fees in time	f	4	7	1	42	62	4.30
	%	3.4	6.0	0.9	36.2	53.4	
I am rarely chase from school for fees	f	8	17	8	38	45	3.82
	%	6.9	14.7	6.9	32.8	38.8	
My parents find it easy to pay fees	f	13	30	13	28	30	3.28
	%	11.4	26.3	11.4	24.6	26.3	
My parents provide me with all the required scholastic materials	f	25	38	16	24	13	2.67
	%	21.6	32.8	13.8	20.7	11.2	
My scholastic materials are the necessary ones	f	34	39	13	15	12	2.40
	%	30.1	34.5	11.5	13.3	10.6	
My parents have provided me with school uniform	f	13	24	20	41	18	3.23
	%	11.2	20.7	17.2	35.3	15.5	
My parents cater for how I feed while at school	f	3	23	11	60	19	3.59
	%	11.4	19.8	9.5	51.7	16.4	
Life is easy for me at school because of sufficient provisions from my parents	f	18	32	26	23	15	2.87
	%	15.8	28.1	22.8	20.2	13.2	

4.5.1 Tuition Payment Effects

The results in table 4.9 regarding whether the parents pay fees in time, cumulatively the majority percentage (89.6%) of the pupils agreed while 9.4% disagreed and 0.9 was undecided. The mean = 4.30 was close to code four which on the five-point Likert scale used to measure the items corresponded to agreed. This suggested that the pupils agreed. Therefore, the results meant that parents pay fees in time.

With respect to whether the pupils were rarely chased from schools for fees, cumulatively the majority percentage (71.6%) of the pupils agreed while 21.6% disagreed and 6.9% were undecided. The mean = 3.82 was close to four, which corresponded with agreed. The results implied that pupils were rarely chased from school for fees. Regarding whether the parents found it easy to pay fees, cumulatively the larger percentage (50.9%) of the respondents agreed while 37.7% disagreed and 11.4% were undecided. The mean = 3.28 was close to three, which corresponded with undecided. This suggested that the parents found it easy to pay fees.

With respect to whether the parents provide me with all the required scholastic materials, cumulatively the smaller percentage (31.9%) of the pupils agreed while 54.4% disagreed and 13.8% were undecided. The mean = 2.67 close to three which corresponded with undecided indicated the pupils disagreed. This suggested that the parents' provision of required scholastic materials to pupils was moderate. As to whether the pupils' scholastic materials were the necessary ones, cumulatively the smaller percentage (23.9%) of the pupils agreed while 64.9% disagreed and 11.5% were undecided. The mean = 2.40 close to two which corresponded with disagreed indicated the pupils disagreed. This suggested that the pupils' scholastic materials were not the necessary ones.

With respect to whether parents had provided pupils with school uniform, cumulatively the larger percentage (50.8%) of the respondents agreed while 31.9% disagreed and 17.2% were undecided. The mean = 3.23 was close to three which corresponded with undecided. This suggested that the respondents indicated that parents had moderately provided pupils with school uniform. About whether the parents cater for how I feed while at school, the results showed that cumulatively the larger percentage (68.1%) of the respondents agreed while 31.2% disagreed and 9.5% were undecided. The mean = 3.59 close to four corresponded with agreed. This implied that the pupils indicated that parents catered for their feeding while at school.

With respect to whether life was easy for pupils at school because of sufficient provisions from parents, cumulatively the smaller percentage (33.4%) of the pupils agreed while 43.9% disagreed and 22.8% were undecided. The mean = 2.87 was close to three which corresponded with undecided. This suggested that the life was easy for pupils at school because of sufficient provisions from parents was moderate.

In their qualitative responses, the head teachers' views indicated that capacity of the parents of this school to meet tuition payments for their pupils is there but the will is low. One head teacher stated, "The schools are finding hard to collect fees from parents. Most of them are cattle keepers and find it hard to sell cows to pay fees at schools". Another respondent said, "Parents of this place, are hard in paying school fees not because are not able but the will to do so. For instance a parent finds it hard to sell his cow to pay school fees at school". Another said, "Parents here think that the government pays everything even contributing to teachers' welfare is hard. UPE schools here are hard to manage". The views from the qualitative responses indicate that parents'

capacity to meet tuition payments for their pupils is low hence directly influence on the pupils' academic performance at school.

4.5.2 Descriptive of the Dependent Variable: Home-life conditions and Academic Performance of Pupils

This item was derived from the second objective of the study that sought to find out the influence of Home-life conditions on performance of pupils in Primary schools, a case of Mulanda Sub-County, Tororo District. The questionnaire (Appendix II) shows that Home-life conditions were measured using 6 items. The items measuring home life conditions were scaled using the five-point Likert scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. The results were as presented in Table 4.7.

Table 4.5: Frequencies, Percentages and Means for Home-life conditions

Fees Payment Effects	F%	SD	D	U	A	SA	Mean
		1	2	3	4	5	
I have good reading light at home	f	4	22	11	35	41	3.77
	%	3.5	19.5	9.7	31.0	36.3	
I have been provided a reading table at	f	13	12	13	60	16	3.47

home	%	11.4	10.5	11.4	52.6	14.0	
I am allowed time to read and do homework	f	6	19	10	46	34	4.57
	%	5.2	16.5	8.7	40.0	29.6	
My reading room is free from noise	f	2	20	16	49	27	3.69
	%	1.8	17.5	14.0	43.0	23.7	
My parents monitor my reading and doing of homework	f	6	20	2	24	64	3.72
	%	5.2	17.2	1.7	20.7	55.2	
My parents provide extra reading materials at home	f	2	25	6	36	47	3.87
	%	1.7	21.6	5.2	31.0	40.5	

Regarding whether the pupils had good reading light at home, cumulatively the majority percentage (67.3%) of the pupils agreed while 23.0% disagreed and 9.7% were undecided. The mean = 3.77 was close to four, which corresponded with agreed. This suggested that the pupils had good reading light at home. With respect to whether the pupils were provided with reading tables at home, cumulatively the larger percentage (66.6666%) of the pupils agreed while 21.9% disagreed and 11.4% were undecided. The mean = 3.47 was close to three which corresponded to undecided. This suggested that pupils were provided with reading tables at home.

As to whether the pupils were allowed time to read and do homework, cumulatively the majority percentage (69.6%) of the pupils agreed while 21.7% disagreed and 8.7% were undecided. The mean = 4.57 close to five which corresponded with strongly agreed indicated the pupils agreed. This suggested that pupils were allowed time to read and do homework. As to whether the pupils' reading rooms were free from noise, cumulatively the larger percentage (66.7%) of the pupils agreed with 19.3% disagreeing and 14.0% undecided. The mean = 3.69 close to four indicated that the pupils agreed. This meant that the pupils indicated that their reading rooms were free from noise.

With respect to whether the parents monitor pupils' reading and doing of homework, cumulatively the majority percentage (75.9%) of the pupils agreed while 22.4% disagreed and 1.7% were undecided. The mean = 3.72 was close to four which corresponded with agreed. This suggested that the pupils indicated that the parents monitored their reading and doing of homework. With respect to whether the parents provided extra reading materials at home, cumulatively the majority percentage (71.5%) of the pupils agreed while 23.3% disagreed and

5.2% were undecided. The mean = 3.87 was close to four, which corresponded with agreed. Therefore, the results implied that the parents provided extra reading materials at home.

In their qualitative responses of the head teachers revealed that home-life conditions of the pupils in schools that affect their performance at school. One respondent earmarked, “Generally most pupils in this school come from families where conditions are poor to enable them read”. Another added, “The reading environment is poor for instance poor lighting, and lack of spacious reading rooms. Added that in most cases pupils are pre-occupied with house work including looking after animals”. Another said, “Because of non-conducive home-life conditions, not supportive to child education, there is high rate of school dropout, forced and early marriages”. Therefore, to sum it all, home – life conditions of pupils are not conducive enough to encourage pupils’ concentration on their studies.

4.5.3 Descriptive of the Dependent Variables Pupils’ Choices and Academic Performance of Pupils

This item was derived from the second objective of the study that sought to find out the influence of pupils choices on performance of pupils in Primary schools, a case of Mulanda Sub-County, Tororo District. The items measuring home – life conditions were scaled using the five-point Likert scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. The results were as presented in table 4.7.

Table 4.6: Frequencies, Percentages and Means for Pupils Choices

Tuition Payment Effects	F%	SD	D	U	A	SA	Mean
		1	2	3	4	5	
I have never been away from school to work for money	f	13	30	13	28	30	3.28
	%	11.4	26.3	11.4	24.6	26.3	
I only focus on my academics despite lack of money at home	f	25	38	16	24	13	2.67
	%	21.6	32.8	13.8	20.7	11.2	
I rarely stay away from school to support my parents with work	f	34	39	13	15	12	2.40
	%	30.1	34.5	11.5	13.3	10.6	
I rarely stay away from school to take products to the market to earn money required at home	f	13	24	20	41	18	3.23
	%	11.2	20.7	17.2	35.3	15.5	
I rarely do some work at home in the morning before going to school	f	18	32	26	23	15	2.87
	%	15.8	28.1	22.8	20.2	13.2	

Regarding whether the pupils had never been away from school to work for money, cumulatively the larger percentage (50.9%) of the pupils had agreed while (37.7%) disagreed and 11.4% were undecided. The mean = 3.28 was close to three, which corresponded with undecided. This suggested that the pupils had ever been away from school to work for money. With respect to whether the pupils only focused on their academics despite lack of money at home, cumulatively the smaller percentage (31.9%) of the pupils agreed while (54.4%) disagreed and (13.8%) were undecided. The mean = 2.67 close to three which corresponded with undecided indicated the pupils were attendance was moderate. This suggested that the pupils only focused on their academics despite lack of money at home. As to whether the pupils rarely stayed away from school to support their parents with work, cumulatively the smaller percentage (23.9%) of the pupils agreed while (64.6%) disagreed and 11.5% were undecided. The mean = 2.40 close to two which corresponded with disagreed indicated the pupils disagreed. This suggested that the pupils rarely stayed away from school to support their parents with work.

With respect to whether the pupils rarely stayed away from school to take products to the market to earn money required at home, cumulatively the larger percentage (50.8%) of the respondents agreed while 31.9% disagreed and 17.2% were undecided. The mean = 3.23 was close to three which corresponded with undecided. This suggested that the pupils rarely stayed away from school to take products to the market to earn money required at home, it was established that pupils rarely did some work at home in the morning before going to school, the results showed

that cumulatively the larger percentage (33.4%) of the respondents agreed while 43.9% disagreed and 22.8% were undecided. The mean = 2.87 close to three corresponded with undecided. This implied that the pupils indicated pupils moderately did some work at home in the morning before going to school.

In their qualitative responses of the head teachers revealed that household income greatly affects pupils' choices and their academic performance in the Primary schools. One head teacher stated, "In this school pupils are forced to leave school to work for money as casual laborers. Added that pupils work in peoples' farms and gardens and said that some pupils are family heads and bread winners". Another stated, "In this school, pupils at times report later after attending cattle herds. Others leave school to look after cattle especially during the dry season". One respondent remarked, "On market days pupils take products to market during the school days even when the parents are aware". Another head teacher said, "There is a problem of absenteeism especially which affects pupils' performance". The results above reveal that household income keeps away pupils from school against their choices and affects pupils' academic performance in Primary schools.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and recommendations of the study on remuneration and performance of teachers in Primary schools in Mulanda Sub-County, Tororo District. The chapter also presents limitations of the study and areas for further study.

5.2 Discussion of the Findings

5.2.1 Tuition payments effects and performance of pupils

The study found out that tuition payment affects performance of pupils. This finding is consistent with the findings of previous scholars. For instance, Combs (1985) indicate that pupils whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the pupils with families are located at the middle or top of the hierarchy. Ngolovoi (2010) states that financial hardship thus result in pupils' engagement in income generating activities and pupils are also forced to find other strategies for survival like skipping meals, cooking in their dormitory rooms and even engaging in prostitution. These behaviors consequently have negative effects on their academic performance. Mpiiza (2007) states financial hardship results in psychological stress leading to poor performance. This concurs with the views of Archer et al. (2003) who argue that financial difficulty is the main reason hindering academic success for lower social class pupils. This is due to the concerns about debt and spending more time on part time employment. Pupils have to cope with a very complex system that does not enable them to plan their income and expenditure or to make an economic assessment of the cost and benefit of higher education.

5.2.2 Home-life conditions and Performance of Pupils

The results revealed that home-life conditions influenced pupils' performance in Primary schools. This finding agrees with the findings of previous scholars. For example, Dahl and Lochner (2012) indicate that pupils growing up in poor families are likely to have adverse home environments or face other challenges that would continue to affect their development even if family income were to increase substantially. Income effects may be greatest among economically disadvantaged families. Since family income affects decisions about investment in pupils, as well as parental stress and whether the general home environment is conducive to development, current and lagged family income have the potential to affect child outcomes at any particular age. According to Escarce (2003), household income has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. This is because due to residential stratification and segregation, low income pupils usually attend schools with lower funding levels, has reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school.

Still, Hossain et al. (2012) explain that pupils coming from rural areas have weaker educational background than those from urban areas. Hossain et al explain that for instance in Bangladesh areas which are urban are more advanced in education and pupils of their inhabitants have a knack for formal schooling; while there are different scenarios in the areas that are rural. Nicoli (2011) revealed that the pupils' socioeconomic status is the best predictor of earning a bachelor's degree after controlling for academic ability. Thompson and Fleming (2003) indicated that pupils who used a computer both at home and at school achieved a significantly higher science than those who only used a computer at school.

5.2.3 Household Income influence on Pupils' Choices and Performance of Pupils

The findings indicated that household income influenced pupils' choices affecting performance of pupils. In agreement with the finding of the study, Pedrosa et al. (2006) found that pupils coming from disadvantaged socioeconomic homes perform relatively better than those coming from higher socioeconomic strata. They called this phenomenal educational resilience. Floyd (1996) indicated that resilience is a factor that enhances higher academic performance among

pupils of a low social economic background. Accordingly, there are pupils who succeeded despite economic hardships in their respective families. In their homes, there was limited money for extracurricular activities like football or basketball games, dances or senior proms, or even senior pictures. Mlambo (2011) expounds that in recent times, pupils have found a need to seek employment while studying on a part-time basis due to financial constraints. The numbers of part-time pupils has also risen sharply. This makes it impossible or unnecessary for pupils to attend classes which may affect their academic performance. Accordingly, this is because existing evidence points to a strong correlation between attendance and academic performance. This is further confirmed by Hossain et al. (2012) who explain that child from a poor family may have to work with parents to supplement income. That is a family which has grown up pupils can earn to help parents; while with minor pupils can create an economic pressure on father / mother.

Osonwa et al. (2013), point out that many people who might have performed well in different fields have been forced into uninspired careers due to unavailability of finance resources. Such individuals are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in life of an individual student may spell doom for his academic success. Asikhia (2010) confirm this when they posit that individuals at the lowest economic level are often the least well-served by the school system.

5.3 Conclusion of the findings

In the findings of the study many important observations were made and the following conclusions drawn;

5.3.1 Objective One: To establish the effect of household's capacity to meet tuition payments on pupils' performance in Primary schools

Household's capacity to pay tuition fees strongly impacts on pupils' performance. Therefore, when parents pay fees in time pupils are rarely chased from school for fees and this does not antagonize their study program. Also, the study provided that when parents provide scholastic materials to pupils, raises their concentration on studies and thus increase their performance. It also established that parents' provision of school uniform improves on their performance. The

findings equally established that provision of food to pupils improves pupils' mental growth and health thus increasing their concentration and likewise their performance. Generally sufficient provisions from parents make the pupils life easy and raise their zeal for studies at school.

5.3.2 Objective Two: To examine the relationship between the households' home-life conditions and pupils' performance in Primary schools

Households' home-life conditions are imperative for pupils' performance in Primary schools. That the components of home-life conditions include good lighting and reading tables at home. The parents allowing enough time to pupils to read and do homework increases their performance. The pupils need to be provision to pupils' with conducive reading environment free from noise increases their academic performance. The parents monitoring of their pupils reading and doing their homework and parents provision of extra reading materials at home increases their academic performance. A combination of the above home-life conditions will help pupils' performance in school.

5.3.3 Objective Three: To assess the influence of household income on pupils choices that affect performance in Primary schools.

Household income influence on pupils' choices is imperative for performance in Primary schools. The study also established that pupils' appreciation that keeping away from school to work for money increases their performance at school. Despite lack of money at home pupils still express interest and focus on their academics thus improvement in performance. This engagement of the pupils to support their parents with work affect by them by staying away from school hence affects their performance. The conflict between pupils' engagement into business to earn money for the home and school attendance affects pupils' academic performances. The parent should balance pupils' academic concentration and core home activities.

5.4 Recommendations of the study

The study makes the following important recommendations in relation to the observations made;

5.4.1 Objective One: To establish the effect of household's capacity to meet tuition payments on pupils' performance in Primary schools.

Parents should make effort pay tuition fees to enable pupils' performance. Therefore, parents should pay fees in time to ensure that pupils are rarely chased from school for fees not antagonize their study program. It is also paramount that parents' provide scholastic materials to pupils to raise their concentration on studies and thus increase their performance. The parents need to provide school uniform to promote smartness, identification and promotes pupils' discipline and consequently improve on their performance. The parents need to provide food to pupils so as to improve pupils' mental growth and health thus increasing their concentration and likewise their performance. Generally sufficient provisions from parents will make the pupils' life easy and raises their zeal for studies at school.

5.4.2 Objective Two: To examine the relationship between the households' home-life conditions and pupils' performance in Primary schools.

Parents should provide conducive home-life conditions to promote pupils' performance in Primary schools. The parents need to improve home-life conditions such as good lighting, and reading tables at home to create desirable reading conditions for the pupils. The parents need to allow time pupils to read and do homework. The pupils need to be provided with conducive reading environment free from noise. The parents need to monitor their pupils read and do their homework and parents need to provide extra reading materials at home. A combination of the above home-life conditions will help pupils' performance in school.

5.4.3 Objective Three: To assess the influence of household income on pupils choices that affect performance in Primary Schools.

The fact that household income bear influence on pupils' choices and their performance in Primary schools, the parents should appreciate that keeping away from school to work for money affect their performance at school hence need to encourage them concentrate on the studies. Despite lack of money at home pupils still express interest and focus on their academics thus improvement in performance thus parents should discourage pupils from engaging in business. The parents should give reasonable time to pupils to concentrate on studies than engaging the pupils to support them with work at home which affect their academic performance. The conflict

between pupils' engagement into business to earn money for the home and school attendance affect pupils' academic concentration and core home activities.

5.5. Limitations of the study

This study makes significant contributions as far as home income influence pupils' performance. However, a number of avoidable limitations that could not be ignored emerged. The study and its findings are based on one district, therefore, generalization of findings on the whole of Uganda and abroad should be done. In addition, the study was dominantly quantitative limiting in-depth analysis which could have unearthed more pertinent and underpinning issues.

5.6 Areas for further research

The study only investigated households' home and pupils' learning outcomes. However, there are many more areas which may be studied and these include; school environment, and parents' education backgrounds. There is a need of conducting another study on other factors not investigated in this study which affect pupils' academic performance in Primary schools. Also, other researchers should investigate factors responsible for academic performance in other areas. This may allow in turn comparison of the results of studies in various parts of the country. Still, the study considered few variables yet evidently there were variables that could have been considered such as leadership practices communication, school culture and climate, and personal characteristics and school size among others.

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APPENDICES

APPENDIX I: DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION BY THE SMALL SAMPLE TECHNIQUE FOR SELECTION OF SAMPLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.

N is population size

S is sample size

By Robert V. Krejcie & Daryle W. Morgan (1970)

APPENDIX II: QUESTIONNAIRE FOR PUPILS

Dear Respondent,

I am a student of Busitema University currently undertaking research on the topic “Household income and pupils’ performance in Primary schools, a case of Mulanda Sub-County, Tororo District.” The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality will be ensured for information provided by ensuring anonymity.

Sincerely

.....
AKOTH CAROLINE

SECTION A: Background Characteristics

Help me to classify your responses by supplying the following facts about yourself.

A1. Gender

1	2
Male	Female

A2. Age group

1	2	3
Below 10 years	10-12 years	Above 12 years

A4. Parents’ economic status

1	2	3
Low income status	Middle income status	High income status

Parents' occupation

1	2	3
Peasant	Business	Civil servant

Section B: Performance of Pupils (DV)

This section presents items on performance of pupils. You are kindly requested to indicate the extent to which you agree using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree.

Performance of pupils		SD	D	U	A	SA
		1	2	3	4	5
1	I can make meaning from what I read					
2	I understand what I read					
3	I easily understand the views of my fellow pupils					
4	My hand writing is legible					
5	I can write a good story					
6	I can use appropriate spelling, capitalization, and punctuation.					
7	I am able to write very fast when something is being dictated					
8	I like reading					
9	I can pronounce words very well					
10	I can put what I read into my own words					
11	I turn to dictionaries when I come across new words in the English reading					
12	I am good at making calculations					

Section C: fees payments effects (IVI)

This section presents items on Tuition payments effects. You are kindly requested to indicate the extent to which you agree with the items below using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree.

	Tuition payments effects	SD	D	U	A	SA
		1	2	3	4	5
C1.1	My parents pay development fee in time					
C1.2	I am rarely chased from school for development fees					
C1.3	My parents find it easy to pay fees					
C1.4	My parents provide me with all the required scholastic materials					
C1.5	My scholastic materials are the necessary ones					
C1.6	My parents have provided me with school uniform					
C1.7	My parents cater for how I feed while at school					
C1.8	Life is easy for me at school because of sufficient provisions from my parents					

Section D: Home-life conditions (IV2)

This section presents items on Home-life conditions. You are kindly requested to indicate the extent to which you agree with the items below using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree.

	Home-life conditions	SD	D	U	A	SA
		1	2	3	4	5
C2.1	I have good reading light at home					
C2.2	I have been provided a reading table at home					
C2.3	I am allowed time to read and do homework					
C2.4	My reading room is free from noise					
C2.5	My parents monitor my reading and doing of home work					
C2.6	My parents provide extra reading materials at home					

Section E: Pupils' choices (IV3)

This section presents items on Pupils' choices. You are kindly requested to indicate the extent to which you agree with the items below using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree.

	Pupils' choices	SD	D	U	A	SA
C3.1	I have never been away from school to work for money					
C3.2	I only focus on my academics despite lack of money at home					
C3.3	I rarely stay away from school to support my parents with work					
C3.4	I rarely stay away from school to take products to the market to earn money required at home					
C3.5	I rarely do some work at homing in the morning before going to school					

Thank you very much

APPENDIX III: INTERVIEW FOR HEAD TEACHERS

What is your comment on the performance of pupils in this school?.....

How is the capacity of the parents of this school to meet tuition payments for their children?.....

How conducive are home-life conditions of pupils in this school.....

How does household income influence choices of pupils in this area?.....

Thank you.