

ECONOMIC BACKGROUND OF UNDERGRADUATE
STUDENTS AND THEIR ACADEMIC PERFORMANCE AT
KABALE UNIVERSITY

BY

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Declaration

I, KYARIKUNDA MIRIA, to the best of my knowledge declare that this report is my original piece of work and has not been submitted to any academic institution, and where it is indebted to the work others have done, acknowledgment has been made.

Signature.....

Date.....

KYARIKUNDA MIRIA

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Approval

This is to certify that this research work has been submitted in partial fulfillment of the requirements for the award of A Bachelors of Science degree at Kabale University with my approval as a university supervisor.

.....

Dr. Cliff Richard Kikawa

Supervisor

Dedication

I dedicate this report to Almighty God, to my beloved parents Mr. and Mrs. Karyeija Sylvia and my beloved mentors Mrs. Kansiime Adrine, Mr. Namanya Boaz, and all my friends as well as Course mates who provided the necessary support towards this research work.

May the Almighty God Bless you abundantly!

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ABSTRACT

The purpose of the study was to establish the socioeconomic factors influencing undergraduate students' academic performance in Kabale university in Kabale District. Four research objectives were formulated to guide the study. The first one was to identify the socioeconomic factors that impact on students' academic performance. The second one was to assess the impact of parents' education level on the academic performance of their children. The third one was to investigate how the income of parents affect the academic performance of their children. While the fourth one was to investigate how the occupation of parents affect the academic performance of their children. The study employed descriptive survey as the research design. Questionnaires were used to solicit information from the students. The target population of the study consisted of students of kabale university mainly from four randomly chosen faculties. The samples were selected using simple random sampling, purposeful sampling and stratified random sampling.

Data from the questionnaires were analysed using Stata software, while data presentation was done using tables, bar graph. Data interpretation was done using frequencies, percentages and the Chi square at 2 degrees of freedom.

The findings showed that parental level of education greatly affects the students' academic performance. The findings indicate that there is no significant influence of parental level of education on student's academic performance. The findings indicate that there is no significant influence of parents' occupation level and the students' academic performance.

Based on the findings and conclusions, the following recommendations were made;

Parents of low socio-economic status should be empowered to enable them provide for basic needs for their children. Thus, enhances their academic performance.

Parent –teacher interactions should be encouraged. By this, students of low socioeconomic status will be compensated.

Counseling psychologist should be employed to schools to identify, advised and comforted students of low socioeconomic. This will go along way to improve their academic performance.

Seminar and workshop should be regularly organized for parents of the effect of large family size. This will enable them to provide basic education needs for their children.

Thus, enhances their academic performance.

Government and educational stakeholders should endeavor to provide students facilities like Libraries, laboratories, so as to improve the students' academic performance.

Government need to increase on the fees bursaries to the needy students because majority of the parents are not able to pay school tuition on time due to irregular income and poverty. Suggestions on further study are; Similar studies should be carried out using other methods of data collection.

A similar study should be carried out on the variables that are not incorporated in the present study.

Chapter 1

INTRODUCTION

1.1 Background of the study

It was widely recognized that if learners were to maximize their potential from schooling, they would need the full support of their families. Attempts to enhance family involvement in education occupy governments, administrators, educators and families' organizations across all over the world (Gobena, 2018).

In the current era of globalization and technological revolution, education is considered as a crucial step for every human activity (Farooq et al., 2011). Education helped to develop individual personality by making knowledgeable, competent, capable and skillful. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Eshetu, 2015). This meant that education was considered as a first step for every human activity and development of a nation at large.

As a result, educators and researchers have long been interested in investigating variables contributing effectively to quality of performance of learners (Farooq et al., 2011). Factors like individual and household characteristics, socioeconomic situations, school related factors and government policies, had an impact on the academic performance of student. (Caldas and Bankston, 1997) underlined that socioeconomic background has a deeper impact upon children's academic performance. Most research outputs identified parents' educational background, occupational status and their monthly income as principal determinant factors in students' academic performance.

This study looked at how socioeconomic background of undergraduate students affected their academic performance at kabale university. Socioeconomic background was an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income

and education, and occupation.(Okioga, 2013) indicates When analyzing a family's social economic status, the household income, earners' education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed. (Lareau, 2011) observes that Socioeconomic background is typically broken into three categories, high, middle, and low to describe the three areas a family or an individual may fall into when placing a family or individual into one of these categories any or all of the three variables income, education, and occupation can be assessed.

1.2 Statement of the problem

It has been said over time in Ugandan communities and elsewhere that education is an investment (Nica et al., 2012). In this case an investment is any venture anybody can put their resources in form of time, money and mind in a prospective heart and discipline (Guclu et al., 2002). In addition, education was geared and supported by the social economic background of students thus a low socioeconomic background contributed much to poor academic performance of students since they were unable to access the resources to use in their day to day learning (Bellibas, 2016). A high socioeconomic background often had more success in preparing their students for school because it typically had access to a wide range of resources to promote and support their learning. Despite the above situation, students from low socioeconomic status sometimes have performed better than those ones from high socioeconomic status despite all odds. This was the chief reason that made the researcher move out her way to get clear justifications for the above deviations.

1.3 Purpose of the study

The purpose of this study was to examine how family's socioeconomic status, the household income, earners' education and occupation of undergraduate students affect their academic performance, the relationship between socioeconomic background and students academic performance. A case study of kabale university.

1.4 Objectives of the study

1. To identify the socioeconomic factors that impact on students' academic performance.
2. To assess the impact of parents' education level on the academic performance of their children.

3. To investigate how the income of parents affect the academic performance of their children.
4. To investigate how the occupation of parents affect the academic performance of their children.

1.5 Hypotheses

This research study was guided by the following hypotheses;

1. Family socioeconomic factors do impact on the academic performance of students at the university.
2. Parents' income affects students' academic performance at the university.
3. The education level of undergraduate students' parents or guardians affects their performance.
4. The occupation of undergraduate students' parents or guardians affects their performance.

1.6 Scope of the study

Geographical scope This research study was carried out in kabale university and was limited to only students of the university in kabale district. The data was collected from the undergraduate students of year 4,3 and 2 since they were the ones who have experienced the effects of economic background of their families in their academic performance. Kabale university is located in Western Uganda.

Time scope This research study was conducted within the period of seven months that is from June to December 2022.

1.7 Significance of the study

This study helped the lecturers to understand the effects of economic status of parents on student academic performance so that they can devise means of helping such students whenever they are in need.

The findings of this study provided a good counsel to students who are facing economic hardships that affect their academic performance to establish a strong defense mechanism to help them overcome this challenge.

This study helped the lecturers and campus administrators to avoid taking for granted the student's issues related to economic background as it can affect student performance.

This study enabled the parents to devise means on how to provide the necessities to their students so as not to be affected in their academic performance.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This section highlighted review articles about the impacts of socioeconomic background on student's academic performance that were published in different international journals. It also looked at the theoretical framework of the study. Student's academic performance is affected by several factors including socioeconomic status, school environment, family background, age, gender, parents' academic levels, residential area of students, medium of instruction in schools, tuition trend, daily study hour, peer influence, drug and alcohol use, sexual activities and others. Many researchers conducted detailed studies about the impact of socioeconomic status on student's academic performance at different levels of study.

2.2 Theoretical Review

School as we know it and keep it reflects IQ, IQ is pretty fixed, so school cannot ever make much of a difference. Parental income is a marker for pre-school conditions and behaviors in the home what Willingham calls "family investment" (Willingham, Daniel T, 2015). The poorer the family, the less likely the child is ready in terms of schooling-related enablers: habits, vocabulary, thinking, and experience. And pre-school entry-level abilities are life-determining. Parental income is a marker for ongoing parental support of schooling and school-related behavior once the student is in school.

Parental income is a marker for student health (what Willingham calls "stress" theories). This is the research in Paul Tough's recent book, and Willingham devotes considerable attention to it. Poorer children have access to inferior schools compared to children of the more wealthy. So-called 'good' schools provide no more value added than 'bad' schools. The 'good' kids just start out more able and willing to do well at the thing we call school. Schooling as we conduct it is dysfunctional overall, except for a few outliers bucking cen-

turies of tradition: it is pre-modern, fixated on grade-level content coverage rather than talent development, and is lacking in quality control of teaching, student peer pressure is stronger than school values though schools are often ineffective, they strongly resist sweeping change, due to dysfunctional politics, naivete about reform, contractual obstacles, inertia, and inadequate systems for causing effective change internally.

Though schools need to change and often initiate changes, they stand little likelihood of success because ‘best practice’ is rarely taught to teachers in pre-service and in-service professional development is notoriously poor; and even when PD is decent, there is far too little time and space to practice and internalize it with coaching and feedback.

2.3 Relationship between socioeconomic background and students academic performance

According to (Bhat et al., 2016) Socioeconomic background is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status and is a strong predictor of student achievement. Studies have repeatedly found that the socioeconomic status affects students outcomes that is students who have a low socioeconomic status earn lower test scores are more likely to drop out of school (Bukhari and Khanam, 2015). Students from low socioeconomic households and communities develop academic skills more slowly compared to students from higher socioeconomic group (Shorter, 2015). (Girisom, 2017) noticed that identifying as a part of lower class in college has been associated with feeling of not belonging in school and intentions of dropout of school before graduation.

In the same vein, perception of family economic stress and personal financial constraints affect emotional distress in students and their academic performance. Rich source of literature is available which highlights the impacts of socioeconomic status on academic performance like (Suleman, Qaiser and Hussain, Ishtiaq and Khan, UF and Nisa, UZ, 2012) who found that children with strong socioeconomic status show better academic performance in comparison to those with poor socioeconomic status, they showed poor and unsatisfactory academic performance.

(Saifi and Mehmood, 2011) investigated the effect of socioeconomic status on student’s performance. Results revealed that parental education and occupation and facilities at home affect the student’s achievement. Findings also showed that the academic achievement of students is negatively correlated with the low parental socioeconomic status level. In addition, socioeconomic status of parents do not only affect the academic performance, but also makes it possible for students from low socioeconomic background to compete

well their counterparts from high socioeconomic background under the same academic environment.

Students from low-socioeconomic status families are less likely to have experiences that encourage the development of fundamental skills of reading acquisition, such as phonological awareness, vocabulary, and oral language (Buckingham et al., 2013). Also, Prospective college students from low-socioeconomic status backgrounds are less likely to have access to informational resources about college (Brown et al., 2016) . Additionally, compared to high-socioeconomic status counterparts, young adults from low-socioeconomic status backgrounds are at a higher risk of accruing student loan debt burdens that exceed the national average (Houle, 2014).

2.4 Parents' education and academic performance of students

Researchers generally agree that familial risk factors such as socioeconomic aspects familial poverty, low parental education, or a single parent family exert significant influence on the educational aspirations and academic achievements of adolescents (Nelson, 2009) In addition, other factors that influence a student's academic achievement beyond a student's innate ability, the neighborhood student live in, the qualities of the school and parents' education, parental income, and all, have positive effects. According to the National Institute of Health, the education level of a parent is a significant predictor of a student's educational achievement. Probably the most prominent and direct explanation of the link between parent's education and their children's academic achievement relies on the assumption that parents learn something during schooling that influence the way in which they interact with their students around learning activities in the home (Davis-Kean et al., 2019).

Parents are the first teachers of their children thus parental education influence student's academic performance. (Ibrahim, 2017) suggested that children from families where parents have less education tends to perform systematically worse in school than students whose parents have more education. To him, educated parents provide intellectual, economical, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this result in high academic performance.

(Ibrahim, 2017) in his research conducted on 250 students from University of Sargodha, Pakistan, found out that there is relationship between parental education and students G.P.A. To him, those students from educated parents have better G.P.A. than those from uneducated parents. He also pointed out that mother education has significant influence

in students' G.P.As.

Students whose mothers are highly educated have scored high G.P.As. Also (Ibrahim, 2017) came up with the result that the mean scores of students from educated parents were higher than scores of students from uneducated parents. The functionalists also concluded that students from families with well educated parents who took an active interest in their children education and have considerable educational resources in the homes did well; students with the opposite background did poorly. On schooling and job status, the conflict theorists argued that raising educational requirements enabled upper class to keep their hold on better jobs because their children have always been able to go further in the educational systems than the children of the working class and the poor. (Atolagbe et al., 2019) put it up that the influence of the level of education of parents on the academic performance of their children is evident in all countries. Pamela and Kean (2010) states those that students whose parents have a tertiary level of education perform, on average, significantly better in tests of science, reading and mathematical ability than do those whose parents have only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries. Therefore, parental qualification has significance effects on students' academic performance.

2.5 Parent's levels of income and the academic performance of students

(Machebe et al., 2017) indicate that the extent and form of parental involvement are strongly influenced by family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity. Parents who are more involved with their student's schooling become knowledgeable about school goals and procedures (Machebe et al., 2017). In addition, they communicate the importance of education to students and help students learn strategies to enhance their perceptions of competence and control over achievement outcomes. Among the several parental factors that have been linked to their student academic achievements at school is the parent's level of income.

According to Mayer, a casual observation is that the students of affluent parents are more likely to succeed in life than the students of poor parents probably because the rich parents spend more than poor parents on their student and these "investments" lead to better outcomes for their students (Machebe et al., 2017). If the situation is correct, the author also suggested that government can improve the life chances of poor children by

providing families with the means to make the investments or by providing the investments directly in the form of schooling, health care, and other human capital inputs. It is not out of place to imagine that parental socioeconomic background can have possible effects on the academic achievement of children in school (Machebe et al., 2017). When parents are financially capacitated, and also give moral support to the student by guiding their reading at home, the students perform better than their counterparts. Although it has been argued that the most accurate predictor of students' achievement is the students' Universal Journal of Educational Research 5(9): 1614-1620, 2017 1615 extent to which the family is involved in the child's education, and not the family's level of income (Machebe et al., 2017). It is not clear if the situation is the same across developed and developing economies in the world.

2.6 Parents' occupation and the academic performance of students

Parental occupation is the most determining factor of generating income which affects the overall development of young wards especially their academic development and progress. Occupational status corresponds to the educational attainment of an individual through which obtaining better job and retaining better positions become inevitable. It consequently becomes an indicator and measure of social status in a society hence describing job characteristics, decision making ability, emotional control and the psychological demands on the job.

Parents with better paid jobs, such as lawyers, doctors, engineers, top civil servants and those with a high socioeconomic status tend to be more forthcoming and efficient in providing the necessary school materials for their children than parents with a lower socioeconomic status. This has a high probability of affecting the performance of students in school. (Stevens and Hoisington, 1987) in their research found out that occupations are ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, chemical and biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The job considered as high status in classification provides more challenging works, ability and greater control over working conditions. While those considered less valued in classification paid significantly less and more laborious, very hazardous and provided less autonomy.

Parents' occupation and efforts enable children to become more productive in life. As

such, occupations of parents, to an extent, also determine the level of resources which parents will be able to invest into their children's education (Atolagbe et al., 2019). The authors add that parental occupation is thus considered to guarantee or determine access to learning opportunities and resources. In the same study, it was discovered that students with high academic performance often come from families with high occupational status. Higher occupational levels of parents indicate better economic conditions, and this results in material support for the education of their children. It was observed that students who are higher achievers have parents who are engaged as professional administrators and in higher clerical occupations, unlike their counterparts who are lower achievers and whose parents are mostly traders, semi-skilled and unskilled workers.

2.7 Other factors that affect the academic performance of kabale university students apart from their economic background

Education is one of the most important aspects of human resource development. The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Ali et al., 2009). Academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfill the employer's demand. Academic performance in the Colleges of Education determines whether the students will proceed to university for higher degree or be able to secure a teaching job.

Students' performance also determines quality of education that will be passing to the students by the potential teachers at primary and secondary school levels. Poor performance in Colleges Education spells doom for the students whose life becomes uncertain and full of misery. Students' academic performance is affected by several factors which include students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure among others. Government efforts to improve academic performance have led to series of interventions like scholarship, training of the lecturers, providing of infrastructure and so on. These may include cyber bullying and online harassment, peer pressure, lack of self control, sexual harassment by administrators, Bias on some lecturers, inadequate facilities, lecturer's attitudes and behavior.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gave a preamble to the methodology which was adopted and used in carrying out this research. It discussed the research design, the target population, sample size and sampling procedures, research instruments, validity and reliability of the instruments, data collection procedures, data analysis, ethical consideration and operationalization of the variables.

3.2 Research Design

The research was conducted using descriptive survey. The survey was described without manipulation and was appropriate where the study sought to describe the characteristics of a certain group from different economic backgrounds. (Aunga, David AO and Masare, Obadia, 2017)described descriptive survey as collecting data to test hypothesis or to disclose the current status of the study subject in regard with students' parents or guardian's education, level of income and the occupation level. These descriptive surveys were appropriate for educational fact finding and field a great deal of information for this study. Descriptive research involved gathering data that described events and organized, tabulated, depicted, and described the data collection. It often used visual aids such as graphs and charts to aid the reader in understanding the data distribution.

3.3 Target population

Target population according to Borg and Gall, 1989 refers to all the members of a real or hypothetical set of people, event or object to which the researcher wishes to generate the results of the study(Buluma, Peter I and Keror, Isaac K and Bonuke, John M, 2013). A population refers to a whole group of individuals, events, cases or objects

having observable characteristics. It is the aggregate of all that conforms to a given specification. The research targeted at least eight(8) faculties of Kabale university in Kabale Municipality in Uganda. These comprise of both students and lecturers plus all non teaching staff that is the administrators. These departments had 10 heads, 400 administrators 4,385 students. The total target population was 4065. The research was to employ the percentage method to determine its sample. According to Mugenda (2003), a representative sample should be at least 10 percent of the population.

3.4 Sample size and Sampling Procedure

Sampling is selecting a representative unit from the target population. According to (Nianjun, 2014) sampling is the process by which a relatively small number of individuals, object or event is selected and analyzed in order to find out something about the entire population from which it was selected. An optimum sample is the one that fulfills the requirement of efficiency, representatives, reliability and flexibility, (GOGA, RIANY KENNETH, 2014). Such a sample should range between 10-30% of the study population. Stratified random sampling procedure was used to ensure that sub-groups in the population were well represented. Simple random sampling selected a sample without bias from the target population. The sample was small enough to be economical in terms of expenses on money and time data analysis and ensure representations of all in the population proportionately.

3.4.1 Formula for calculating a Sample for Proportions

Proportional sampling method was used in picking the sample size from the population of study. Proportional sampling is a sampling technique method alongside stratified sampling and ensures complete representation of a given sample hence reducing sampling error. For populations that are large like for this study, Leslie formula was applied so as to determine the appropriate sample size to use for this study. Since the population under study is in proportion, an equation to yield a representative sample for proportions is used such as;

$$n_0 = \frac{z^2 pq}{e^2} \tag{3.1}$$

where; n_0 is the sample size,

z^2 - is the abscissa of the normal curve that cuts off the area at the tails($1-\alpha$ equals the desired confidence level, that is 95%),

e - is the desired level of precision, p - is the estimated proportion of an attribute that is present in the population, and q is $1-p$.

The Z value- is found in statistical tables which contain the area under the normal curve.

Due to a large population, the variability in the proportion is not known that will adopt this practice. Therefore, we assume $p=0.5$ (maximum variability), 95% confidence interval and + or -5% precision.

The resulting sample size is demonstrated in 3.1

$$n_0 = \frac{z^2 pq}{e^2} = \frac{(1.96^2)(0.5)(0.5)}{(0.05)^2} = 385. \quad (3.2)$$

3.4.2 Application of Proportionate Sampling

From the study population of 4785 participants, 400 are administrators and 4385 are students thus when determining the portions, proportionate sampling is used as below; Administrators(n_1):

$$n_1 = \frac{n}{N} \times N_1$$

$$n_1 = \frac{385}{4785} \times 400$$

$$n_1 = 32 \text{ administrators.}$$

Students(n_2):

$$n_2 = \frac{385}{4785} \times 4385$$

$$n_2 = 353 \text{ students}$$

Making a total of 385 as a sample size of this research.

3.5 Research Instruments

Mugenda (2003) observes that the use of questionnaire is a popular method for data Collection in most disciplines because of cost effectiveness of which they are constructed and administered in multiples. Gay (2011) also maintains that questionnaire gives respondents freedom to express their opinions and make suggestions. Structured questionnaires was developed and utilized in this study. The questionnaire in the appendix contained both open closed ended items and a rating scale for collection of primary data. Data was therefore collected using self-administered questionnaires as the principal data collecting instrument. The questionnaires were used because they were cheap to administer to respondents scattered over a large area and also convenient for collecting information from a large population within a short period of time (Dempsey and Dempsey, 2000)

3.6 Validity and Reliability of the study

3.6.1 Validity of the instruments

Validity is the degree to which an instrument measures what is required under Investigation (Borg and Gall, 1989). According to Mugenda and Mugenda, (2003) it is referred to as the accuracy and inferences based on research results. Validity has to do with how accurately the data obtained in the study represents the variables of the study. An instrument is valid if it actually measures what the researcher intends it to measure. Research tools are valid depending on how the data collected is related in terms of how effective the items have sampled significant aspects of the general objectives of the study (Kasomo,2006). Validity in this study was determined using content validity which is defined as the measure of degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept. To ensure that the instruments were valid, all the possible indicators that used to measure the variables were identified and a representative sample of the domain of indicators selected. Then the questionnaire was developed to measure the selected indicators. A pilot test with a small set of students from the target population, who would not otherwise be involved in the study was be conducted (Mugenda 2013).

3.6.2 Reliability of the research instruments

Reliability of a measuring instrument refers to the degree of consistency with which it measures whatever is intended for. According to Mugenda (2003) reliability is defined as a measure of degree which the research instrument gives the same results or data when repeatedly administered. The research instruments were piloted in one faculty in what was to be sampled Kabale University to participate in the major research. The questionnaires were administered to the administrators and students. The purpose of the pilot study was to establish the validity and reliability of the instrument of study. After analyzing the response of the pilot study, the questionnaires were to be modified to eliminate areas that were not be well captured hence increasing the validity and reliability of the instrument.

3.7 Data collection procedures

To generate data for this study, the researcher obtained a research authorization permit from the University secretary Kabale university in order to collect data from Kabale university. The respondents were assured of confidentiality of their identity by the researcher. Data was collected using self-administered questionnaires as the main instrument of data collection. The researcher employed field study techniques so as to collect primary data.

Questionnaires with both open-ended and closed-ended questions were used in this study. Questionnaires were used because they were cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short period of time (Dempsey, 2000). The questionnaires were personally administered by the researcher. The respondents filled the questionnaires and handed them over after finishing to the researcher; the completed questionnaires were checked for completeness and appropriateness of the responses.

3.8 Data Analysis

Following the administration of the questionnaires, there was systematic organization of the raw data collected during the study. In order to enhance consistency and completeness, the questionnaires were edited. Data collected during the study was analyzed quantitative and qualitative analysis. In qualitative analysis, descriptive statistics was used as the main tool. According to Mugenda, (2003), the purpose of descriptive statistics was to allow for meaningful description of a distribution measurement using a few indices or statistics. Data from the questionnaires was analysed using Stata software, while data presentation was done using tables, bar graph. Data interpretation was done using frequencies, percentages and the Chi square at 2 degrees of freedom. The p values are calculated and when its greater than 0.5, we fail to reject the null hypothesis and when its less than 0.05, we reject the null hypothesis. Inferences from analyzed data made and this was used to answer the research questions.

3.8.1 A Logistic Regression Model

A logistic regression model was also employed to predict a binary outcome such as "Yes" or "No" based on prior observations of a data set. The model predicts a dependent variable by analyzing the relationship between one or more existing independent variables. For example it can be used to predict whether a high or low socioeconomic status affects the academic performance of students.

$$\log\left(\frac{P_i}{1-P_i}\right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_i X_i \quad (3.3)$$

Where; p_i -probability of having academic performance affected,
 $1-p_i$ -probability of not having academic performance affected,
 X_1, X_2, \dots, X_i are the independent variables such as parents' income, education and occupation.

3.9 Ethical considerations

The study was to address the ethical issues through the use of an introductory letter (Appendix) which explained the purpose of the study. The respondents right to confidentiality and anonymity of the responses were ensured whereby the data and information gathered was treated and reported in such a way that it was not traced to any person. To increase the degree of confidence among the respondents, no name and personal identification details were required for the purpose of filling the questionnaires. The source of data and information for literature review was acknowledged through the use of citation and references in this study.

Chapter 4

RESULTS AND INTERPRETATION

4.1 Introduction

This chapter consists of the analysis of variables and interpretation of results obtained in this research at 3 levels that is univariate, Bivariate and multivariate.

4.2 Descriptive Univariate Analysis

This section consists of the analysis of each of the variables (dependent and independent) used in this study and results are presented in tables.

4.2.1 Description of the demographic and social economic factors

Majority of the students at Kabale University performed well (70.39%) while 29.61% performed poorly. 52% of the participants were female students and 48% were male students. there was one student who was aged between 18 and 21 years (1), 190 students were aged between 21 and 23 years (2), 130 students were aged between 24 and 26 years (3), and 59 students were aged with 27 years and above (4). Majority of the parents' students were farmers that is 151 (39.2%) and the few were those who had no employment 24 (6.23%). The biggest percentage of parents' students 24.42% attended both primary and university level. the details are in the table 4.1.

4.2.2 Description of the Student's academic performance

As presented in Figure 4.1, 271 students had a good performance while 114 students had a poor performance.

Table 4.1: REPRESENTATION OF DEMOGRAPHIC AND SOCIOECONOMIC FACTORS

VARIABLE	OUTCOME	FREQUENCY	PERCENTAGE (%)
PERFORMANCE OF STUDENTS	Poor performance	114	29.61
	Good performance	271	70.39
GENDER	Females	203	52.00
	Males	182	48.00
AGE	18 – 20	6	1.56
	21 – 23	190	49.35
	24 – 26	130	33.77
	27 and above	59	15.32
PARENTS' OCCUPATION	Government employed	94	24.4
	Farmer	151	39.2
	Self employed	116	30.13
	No employment	24	6.23
PARENTS' LEVEL OF EDUCATION	Not studied	72	18.7
	Primary	94	24.4
	Secondary	69	17.92
	High school	56	14.55
	University	94	24.42
PARENTS' STATUS	Divorced	3	0.78
	Married (parents staying together)	315	81.82
	Separated	17	4.42
	Widowed	50	12.99
SOURCE OF TUITION	District Quota	35	9.09
	Guardian	66	17.4
	National merit	96	24.94
	Organisation sponsorship	33	8.57
	Parents	155	40.26
PARENTS' MONTHLY INCOME	Not earning	85	22.8
	less than 400000	49	12.73
	400000 >= 600000	60	15.58
	600000 >= 900000	42	10.91
	900000 >= 1000000	40	10.39
	Above 1000000	109	28.33
Students' place of Residence	Home	32	8.31
	Rentals	353	91.69

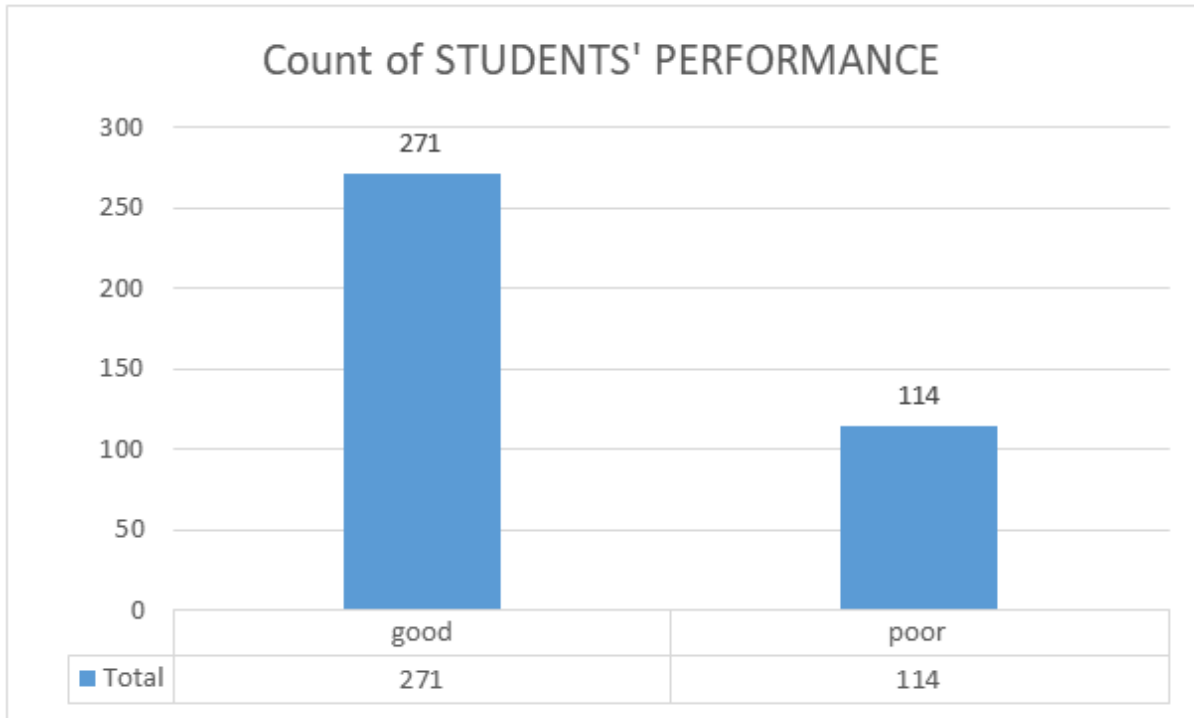


Figure 4.1: Description of Student’s academic performance

4.3 BIVARIATE ANALYSIS

This section consists of the analysis of the dependent variable with each of the independent variables.

4.3.1 Socio-demographic factors with academic performance

A chi square test of independence was used to test whether two categorical variables were related to each other and it was calculated comparing frequency of contributing factors of academic performance and this was used to determine the relationship between the socioeconomic factors and other variables one at a time using the chi-square test statistic and the interpretation of the results presented. a) Age and academic performance

H0: Academic performance of a student is independent of his or her age.

H1: Academic performance of a student is dependent of his or her age

Chi2 = 0.6990

Pr = 0.951

The calculated chi square at 2 degrees of freedom is 0.6990. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her age are independent. In other words, it does not matter whether a student is old or young to predict her/his class performance.

Table 4.2: Association of academic performance and the independent variables

Social Economic Factors		Students' Performance		Test Of Signifi- cancy
		Poor Performance	Good Performance	
Gender	female	57	146	$Chi^2(1) = 0.4833$ $Pr = 0.48$
	male	57	125	
Age	18-20	1	5	$Chi^2(3) = 1.6335$ $Pr = 0.65$
	21-23	54	136	
	24-26	38	92	
	27 and above	21	38	
Parents' oc- cupation level	Government em- ployed	26	68	$Chi^2(3) = 2.2546$ $Pr = 0.521$
	Farmer	49	102	
	Self employed	30	86	
	No employment	9	15	
Parents' level Of education	not studied	23	49	$Chi^2(4) = 0.6990$ $Pr = 0.951$
	primary	28	66	
	Secondary	18	51	
	High school	16	40	
	university	29	65	
Parents' monthly in- come	Not earning	30	55	$Chi^2(5) = 6.9769$ $Pr = 0.951$
	less than400000	17	32	
	400000<=600000	16	44	
	600000<=900000	8	34	
	900000<=1000000	12	28	
	Above 1000000	31	78	
Parents' mar- ital status	divorced	0	3	$Chi^2(3) = 4.0453$ $Pr = 0.257$
	married	90	225	
	separated	8	9	
	widowed	16	34	
Students' place of resi- dence	Home	13	19	$Chi^2(1) = 2.0315$ $Pr = 0.154$
	Rentals	101	252	
Source of tu- ition	District Quota	9	25	$Chi^2(4) = 5.4611$ $Pr = 0.243$
	Guardians	25	41	
	National merit organisations	22	74	
		8	25	
	Parents	50	105	

b) Gender and academic performance

H0: Academic performance of a student is independent of his or her gender

H1: Academic performance of a student is dependent of his or her gender

$$\text{Chi}^2 = 0.4833$$

$$\text{Pr} = 0.48$$

The calculated chi square at 2 degrees of freedom is 0.48. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her age are independent. In other words, it does not matter whether a student is female or male to predict her/his class performance.

c) Marital status and academic performance

H0: Academic performance of a student is independent of his or her parents' marital status.

H1: Academic performance of a student is dependent of his or her parents' marital status.

$$\text{Chi}^2 = 4.0453$$

$$\text{Pr} = 0.257$$

The calculated chi square at 2 degrees of freedom is 4.0453. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her parents' marital status are independent. In other words, it does not matter whether the parent of a student is married, divorced, separated or widowed to predict her/his class performance.

d) Source of tuition and academic performance

H0: Academic performance of a student is independent of his or her source of tuition.

H1: Academic performance of a student is dependent of his or her source of tuition.

$$\text{Chi}^2 = 5.4611$$

$$\text{Pr} = 0.243$$

The calculated chi square at 2 degrees of freedom is 5.4611. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her source of tuition are independent. In other words, it does not matter whether the student is on National Merit, his/her tuition is being paid by the parents to predict his/her class performance.

e) Students' place of residence and academic performance.

H0: Academic performance of a student is independent of his or her place of residence.

H1: Academic performance of a student is dependent of his or her place of residence.

$$\text{Chi}^2 = 2.0315$$

$$\text{Pr} = 0.154$$

The calculated chi square at 2 degrees of freedom is 2.0315. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her place of residence are independent. In other words, it does not matter whether the student stays in the

university hostels or renting outside the university to predict his/her class performance.

f) Parents' level of education and academic performance.

H0: Academic performance of a student is independent of his or her parents' level of education.

H1: Academic performance of a student is dependent of his or her parents' level of education.

$$\text{Chi}^2 = 0.6990$$

$$\text{Pr} = 0.951$$

The calculated chi square at 2 degrees of freedom is 0.6990. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her parents' level of education are independent. In other words, it does not matter whether the parent of a student is educated or not to predict his/her class performance. (p value > 0.05).

g) Parents' monthly income and academic performance.

H0: Academic performance of a student is independent of his or her parents' level of income.

H1: Academic performance of a student is dependent of his or her parents' level of income.

$$\text{Chi}^2 = 6.9769$$

$$\text{Pr} = 0.951$$

The calculated chi square at 2 degrees of freedom is 6.9769. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her parents' level of income are independent. In other words, it does not matter whether the parent of a student is earning much monthly or less to predict his/her class performance. (p value > 0.05).

h) Parents' occupation level and academic performance.

H0: Academic performance of a student is independent of his or her parents' occupation level.

H1: Academic performance of a student is dependent of his or her parents' occupation level.

$$\text{Chi}^2 = 2.2546$$

$$\text{Pr} = 0.521$$

The calculated chi square at 2 degrees of freedom is 2.2546. H0 is not rejected at 5% significance level thus the academic performance of a student and his/her parents' occupation level are independent. In other words, it does not matter whether the parent of a student is having a job or not to predict his/her class performance. (p value > 0.05).

4.4 Logistic Regression on the academic performance

4.2 shows the results of the binary regression.

```
. logistic CGPAOFSTUDENTS AGE Parents_occupation Parents_education_level Parents_monthly_income
Logistic regression                               Number of obs   =       385
                                                    LR chi2(4)      =       3.07
                                                    Prob > chi2     =       0.5465
Log likelihood = -232.36398                       Pseudo R2       =       0.0066
```

CGPAOFSTUDENTS	Odds Ratio	Std. Err.	z	P> z	[95% Conf. Interval]
AGE	.8507728	.1251465	-1.10	0.272	.6376818 1.135071
Parents_occupation	1.000376	.1416682	0.00	0.998	.7579148 1.320402
Parents_education_level	.9081483	.1101986	-0.79	0.427	.7159263 1.151981
Parents_monthly_income	1.138382	.1126001	1.31	0.190	.9377643 1.381919
_cons	3.532332	2.179176	2.05	0.041	1.054231 11.83551

Note: **_cons** estimates baseline odds.

Figure 4.2: A logistic regression Model

$$\log\left(\frac{P_i}{1-P_i}\right) = 3.5323 + 1.1384Income + 0.9081Educ + 1.0604Occupation + 0.8508Age \quad (4.1)$$

From the above logistic regression model; p_i = probability of having the CGPA affected while $1-p_i$ = the probability of not having the CGPA affected.

1.1384; Academic performance of a student is more likely to be good as parent's income increases. This may be due to the provision of necessary materials such as personal computer, which helps a student to perform well.

0.9081; Academic performance of a student is less likely to be good as parent's education increases. This is because the Odds ratio is less than one.

1.0004; Academic performance of a student is not having an impact as the parent's occupation level increases since the Odds ratio is one.

0.8508; Academic performance of a student is less likely to be good as the age of a student increases since the Odds ratio is less than one.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0.1 Introduction

This chapter presents the summary of the study, conclusions findings of the study and the recommendations for further research. In this study, the dependent variable was students' academic performance. this was investigated in relation to selected independent variables such as the parent level of education, parents occupation level and parents level of income.

5.0.2 Summary of the findings

The purpose of the study was to establish the socioeconomic factors influencing undergraduate students' academic performance in Kabale university in Kabale District. Four research objectives were formulated to guide the study. The first one was to identify the socioeconomic factors that impact on students' academic performance. The second one was to assess the impact of parents' education level on the academic performance of their children. The third one was to investigate how the income of parents affect the academic performance of their children. While the fourth one was to investigate how the occupation of parents affect the academic performance of their children. The study employed descriptive survey as the research design. Questionnaires were used to solicit information from the students. The target population of the study consisted of students of kabale university mainly from four randomly chosen faculties. The samples were selected using simple random sampling, purposeful sampling and stratified random sampling.

Data from the questionnaires were analysed using Stata software, while data presentation was done using tables, bar graph. Data interpretation was done using frequencies, percentages and the Chi square at 2 degrees of freedom. As shown below. The second objective was to assess the impact of parents' education level on the academic performance.

The findings showed that the academic performance of a student and his/her parents' level of education are independent of each other. In other words, it does not matter whether the parent of a student is educated or not to predict his/her class performance. This was due to p-value being greater than 0.05($p > 0.05$) which meant statistically insignificant thus the null hypothesis was accepted.

The third objective was to investigate how the income of parents affect the academic performance. The findings showed that the academic performance of a student and his/her parents' level of income are independent. In other words, it does not matter whether the parent of a student is earning much monthly or less to predict his/her class performance. This was clearly seen on the parents' income levels as 30 parents were seen not earning anything. Majority of the students indicated that there is delay in payment of tuition and this affected their studies.

The fourth objective was to investigate how the occupation of parents affect the academic performance. The findings showed that the academic performance of a student and his/her parents' occupation level are independent. In other words, it does not matter whether the parent of a student is having a job or not to predict his/her class performance. This was due to p-value being greater than 0.05($p > 0.05$) which meant statistically insignificant.

5.0.3 Conclusion

Based on the above findings the following conclusions were made;

On how the parental level of education affected student's academic performance, the findings indicate that the academic performance of a student and his/her parents' level of education are independent of each other.

On examining the extent to which the income level of parents influence the student's academic performance, the academic performance of a student and his/her parents' level of income are independent.

Investigating how the occupation of parents affect the academic performance. The findings indicate that there is no significant influence of parents' occupation level and the students' academic performance. that is the academic performance of student and the parents' occupation level are independent. It does not matter whether the parent of a student has an occupation or not to predict his/her academic performance.

5.0.4 Recommendations

Based on the findings and conclusions, the following recommendations were made;

Parents of low socio-economic status should be empowered to enable them provide for

basic needs for their children. Thus, enhances their academic performance.

Parent –teacher interactions should be encouraged. By this, students of low socioeconomic status will be compensated.

Counseling psychologist should be employed to schools to identify, advised and comforted students of low socioeconomic. This will go along way to improve their academic performance.

Seminar and workshop should be regularly organized for parents of the effect of large family size. This will enable them to provide basic education needs for their children. Thus, enhances their academic performance.

Government and educational stakeholders should endeavor to provide students facilities like Libraries, laboratories, so as to improve the students' academic performance.

Government need to increase on the fees bursaries to the needy students because majority of the parents are not able to pay school tuition on time due to irregular income and poverty.

5.0.5 Suggestion for Further Research

Similar studies should be carried out using other methods of data collection.

A similar study should be carried out on the variables that are not incorporated in the present study.

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Appendix A

Questionnaire

Dear respondent.

This survey helps me to find out how the parents' or Guardians' levels of income, education levels and occupation levels affect the socio-economic background of undergraduate students. The survey is being conducted within Kabale University consisting of eight faculties were four out of eight faculties were selected and your faculty was randomly selected to participate in this study. The information that you give will remain absolutely confidential you are appreciated for your time and cooperation in this survey. Thank you.

A.1 Demographic characteristics

Please complete the following questions by ticking in an appropriate box.

1. Sex

Male Female

2. Age

18-20 20-23 24-26 Above 27

3. Where do you stay? Tick in the box below.

Home Rentals

4. What is your CGPA as of now?

5. Who pays your tuition?

6. What is the status of your parents? Tick where applicable.

A. Married B. Separated

C. Divorced D. Widowed

A.2 Economic background and students' academic performance

1. Instruction: Below are statements which require you to give your attitude towards economic background and students' academic performance of undergraduate students at Kabale University. Please think about how you feel about each item and tick the letter that most closely corresponds to how each statement best describes your feelings. Response codes are: SD – Strongly Disagree, D – Disagree, N – Neutral, A – Agree, SA – Strongly Agree.

Please tick one box for each statement to show your level of agreement	SD	D	N	A	SA
Do students coming from low socioeconomic backgrounds learn the same way as those from a high socioeconomic background?					
Parents' education level affects the academic performance of undergraduate students					
Students whose parents have high income perform better than those whose parents have low income.					

2. Does your socio-economic background affect your academic performance? Tick where appropriate.

Yes NO

3. It is alleged that socioeconomic background affects the academic performance of undergraduate students, how?

4. According to you, what are the main causes of poor academic performance in your institution?

5. Which occupation does your parent do? (tick where applicable)

a. Government employed b. Self employed

c. Peasant d. None of the above

Any other occupation. _____

6. Which level of education does your parent possess?(tick where applicable)

a. PhD holder c. Master's Degree holder

b. High school completion d. 'O' level completion

- e. P.7 Completion [] f. None of the above []
7. How much does your parent earn monthly?(tick where applicable)
- a. Above 1 million [] c. Between 700000 to 900000 []
- b. Between 400000 to 600000 [] d. Below 400000 []
- e. None of the above []

Thank you for your responses *END*