

Family Social Economic Status and Academic Performance of Students in Public Selected Secondary Schools in Kitagwenda District, Uganda

¹Wassajja Julius, ²Okello Robert Pius, ³Adrawa Johnson

^{1,3}School of Graduate Studies and Research (SGSR), Team University, P.O. Box 8128 Mengo, Kabaka A'njagala Road, Kampala, Uganda

²School of Education (SoE), Nkumba University, P.O. Box 237 Entebbe Central Region, Kampala-Entebbe Highway, Uganda
Authors E-mail: wassajjajulius@gmail.com, okellopius2014@gmail.com, johnsonadrawal@gmail.com

Abstract - Access to education was often limited to individuals from higher socioeconomic backgrounds. Before the advent of public education systems, formal education was primarily reserved for the wealthy and privileged classes. This created a significant disparity in educational opportunities based on socioeconomic status, with children from lower-income families having limited access to schooling (Lawrence, Grace, John, & Pacifica, 2013). This study aimed to investigate the relationship between family socioeconomic status (SES) and academic performance of students in public secondary schools in Kitagwenda District. The specific objectives were to examine the relationship between family income, parents' level of education, family size, and academic performance. A mixed-methods approach, employing descriptive, correlational, and cross-sectional survey designs, was used. Data were collected from 220 respondents, including teachers, parents of senior four students, and senior four students, using questionnaires and interview guides. Statistical analyses, including correlation and regression analyses, were conducted using SPSS version 24. The findings revealed a strong positive correlation between family income and academic performance ($r = 0.693$, $p = 0.002$), indicating that as family income increases, academic performance tends to improve. Similarly, a moderate positive correlation was found between parents' level of education and academic performance ($r = 0.438$, $p = 0.012$), suggesting that students with highly educated parents tend to perform better academically. Additionally, a moderate positive correlation was observed between family size and academic performance ($r = 0.346$, $p = 0.011$), indicating that students from larger families exhibit slightly better academic performance. In conclusion, the higher family income, the higher the parental education levels, and larger family sizes are associated with enhanced academic performance among students in public secondary schools. Based on these findings, recommendations are made to governments, educational institutions, and community organizations to implement

policies and programs aimed at providing economic support to low-income families, supporting parental education, promoting family planning, and addressing socioeconomic disparities in education.

Keywords: Family, Social, Economic Status, and Academic Performance.

I. INTRODUCTION

The main objective of the study was to establish the relationship between family social economic status and academic performance of students in public secondary schools in Kitagwenda District. The study was guided by the following specific research objectives; (a) To examine the relationship between family income and academic performance of students in public secondary schools in Kitagwenda district. (b) to assess the relationship between parents level of education and academic performance of students in public secondary schools in Kitagwenda district. (c) To determine the relationship between family size and academic performance of students in public secondary schools in Kitagwenda district.

Historically, access to education was often limited to individuals from higher socioeconomic backgrounds. Before the advent of public education systems, formal education was primarily reserved for the wealthy and privileged classes. This created a significant disparity in educational opportunities based on socioeconomic status, with children from lower-income families having limited access to schooling (Lawrence, Grace, John, & Pacifica, 2013). The establishment of public education systems in many countries during the 19th and early 20th centuries aimed to address this disparity by providing free and compulsory education to all children, regardless of socioeconomic background. However, despite these efforts, socioeconomic inequalities persisted, influencing students' access to educational resources and opportunities (Eneji, Ubom-Bassey, Eneji, Obogo, & Dunnamah, 2013).

Over time, policymakers have implemented various interventions aimed at reducing educational inequalities and improving outcomes for students from disadvantaged backgrounds. These interventions have included initiatives such as targeted funding for schools serving low-income communities, desegregation efforts, affirmative action policies, and programs providing access to free or reduced-price meals for students from low-income families (Chikhungu, 2020). Despite these efforts, socioeconomic disparities in education persist, and the relationship between family SES and students' academic performance remains a significant concern in public secondary schools. Historical legacies of discrimination, systemic inequalities, and limited access to resources continue to shape educational opportunities and outcomes for students from different socioeconomic backgrounds (Abenawe, 2022).

Over the years, various educational policies have been implemented in African countries to address the shortcomings in the education system (Chikhungu, 2020). These policies have aimed to increase access to education, improve quality, and enhance student performance. However, the effectiveness of these policies has varied, and implementation challenges have often persisted (Kimanzi, 2021).

The level of investment in education by governments and international donors has also influenced academic performance. Adequate funding is essential for maintaining school infrastructure, hiring qualified teachers, and providing necessary resources for effective teaching and learning (Mughal, 2020). In recent years, there have been efforts to reform and innovate within the education sector in Africa. This includes initiatives to improve teacher training, revise curricula to be more relevant and engaging, and leverage technology to enhance learning outcomes (Damuri, 2021). Specifically in Uganda, there have been initiatives such as Universal Secondary Education (USE) programs aimed at increasing access to education. While these programs have made strides in improving enrollment rates, challenges remain in ensuring quality education and improving academic performance (Zenda, 2021).

In summary, the historical perspective of family socioeconomic status and academic performance of students in public secondary schools in Uganda is characterized by longstanding disparities in access to education, exacerbated by factors such as political instability, economic reforms, and persistent socioeconomic inequalities. Addressing these challenges requires comprehensive policies and interventions aimed at improving access to quality education, reducing financial barriers, and addressing the underlying structural determinants of educational inequality.

The study was guided by social capital theory, (2020). The social capital theory was proposed by Pierre Bourdieu, a French sociologist, in the late 20th century. Bourdieu introduced the concept of social capital as part of his broader theory of social reproduction, which examines how social inequalities are perpetuated through social structures and mechanisms. He first articulated his ideas on social capital in his book "The Forms of Capital" (1986), and further developed the concept in subsequent works such as "Distinction: A Social Critique of the Judgment of Taste" (1979) and "The Social Structures of the Economy" (2005, posthumously published). Bourdieu's social capital theory emphasizes the importance of social networks, relationships, and resources in shaping individuals' access to opportunities, resources, and social mobility within society (Thomas & Gupta, 2021). Social capital theory suggests that individuals with higher socioeconomic status have access to greater social resources, networks, and support systems that can positively influence their children's educational outcomes. This theory posits that family socioeconomic status can impact students' dropout rates through the social connections, educational guidance, and financial resources available to them (Swanson, Kim, Lee, Yang, & Lee, 2020).

Family Social Economic Status refers to the social and economic position of a family within a society. It encompasses factors such as income, education, occupation, and social status. This status can influence a family's access to resources, opportunities, and social privileges, as well as their overall quality of life. Understanding a family's social economic status is important in identifying disparities and implementing interventions to support families in need.

Academic performance has been defined as the quality and quantity of knowledge, skills, techniques, attitudes, behaviours and philosophy that students achieve (Talsma, Schüz, Schwarzer, & Norris, 2018). This achievement is evaluated by the marks or grades the students attain in tests or examinations done at the end of the topic, term, academic year or education cycle. The issue of pupils' academic performance at schools has been of interest since formal education was introduced (Okello, Angol, & Mwesigwa, 2020).

According to Kitagwenda District Education Department (2023), the academic performance of students in public secondary schools has been very low. Findings indicate that no secondary school had over 15% of the students in Division one within the district (Teachers .ac, 2023). According to the District Inspector of Schools' Report, (2022), the termly scores of students in most public schools were average with most students scoring below 46%. This prompted the study to establish whether parents' economic status affects academic

performance of Universal Primary Education pupils in selected schools in Butagaya Sub County.

Universal Secondary Education (USE) was introduced in Uganda to increase access to secondary education for all children in the country (Lawrence, 2013). The program aimed to address issues of inequality and improve the overall education system by providing free education at the secondary level to all students, regardless of their socio-economic background. This initiative was intended to promote equal opportunities for all children and to help reduce the disparities in educational attainment among different social groups in Uganda (Abert, 2020). Despite the free education offered by the government, the academic performance of students in public secondary schools has been very low (Kitagwenda District Education Department (2023). Further, findings indicate that no secondary school had over 15% of the students in Division one with in the district (Teachers .ac, 2023). According to the District Inspector of Schools' Report, (2022), the termly scores of students in most public schools were average with most students scoring below 46% in science subjects. If this student academics performance is not improved, it may result into school dropouts and early marriages if not addressed by relevant stakeholders. This therefore prompted the researcher to examine the relationship between family social economic status and students' dropouts in public secondary schools in Kitagwenda District.

Family Social Economic Status and Students' Academic Performance

Families with higher socioeconomic status often have greater access to educational resources such as tutors, books, technology, and enrichment programs (Gerra, 2020). This access can enhance a student's academic performance and engagement, reducing the likelihood of dropout. Conversely, students from lower socioeconomic backgrounds may have limited access to these resources, impacting their academic progress and increasing the risk of dropout (Lee & Boyle, 2021).

Academic performance of students refers to their achievement and success in educational activities, such as grades, test scores, class participation, and overall knowledge acquisition (Sekiwu, 2020). It can be assessed through various methods, including exams, assignments, projects, and evaluations by teachers or instructors. Academic performance reflects a student's ability to understand and apply concepts, engage with course material, and meet the expectations set by educational institutions (Nuwagaba, 2022).

Family socioeconomic status can influence the level of parental involvement in a child's education. Higher socioeconomic status is often associated with parents who are

more actively engaged in their children's schooling, providing support, guidance, and advocacy. In contrast, parents from lower socioeconomic backgrounds may face economic barriers or time constraints that limit their involvement in their children's education, potentially impacting academic success and dropout rates (Mukonyi, 2020).

Economic factors within the family can significantly impact a student's likelihood of dropping out. Financial instability may lead to challenges such as an inability to afford school fees, transportation, or adequate school supplies. These financial barriers can create obstacles to regular school attendance and overall academic achievement, contributing to dropout risk (Mutabeshya & Sikubwabo, 2022).

Family socioeconomic status can also influence a student's social environment and peer relationships. Students from higher socioeconomic backgrounds may have access to social networks that promote academic success and positive peer influences, while those from lower socioeconomic backgrounds may experience peer pressure or negative influences that affect their engagement in school (Mahfud et al., 2020). Higher family socioeconomic status may provide a more stable and supportive home environment, contributing to a student's emotional well-being and overall confidence in their academic abilities. Conversely, economic strain and related stressors within families of lower socioeconomic status can impact students' mental health and resilience, potentially influencing their school performance and dropout tendencies (Nasuna et al., 2021).

Davis-Kean (2005) investigated the impact of family SES and structure on adolescent academic achievement. It suggests that higher family SES is associated with better academic outcomes, while family structure (e.g., single-parent households) can also influence academic performance, mediated by factors such as parental involvement and resources available for educational support.

Duncan & Brooks-Gunn (1997) examined the relationship between family socioeconomic resources and the racial test score gap among young children. They found that differences in family SES contribute significantly to the academic disparities observed between Black and White students, highlighting the importance of addressing socioeconomic inequalities in improving academic outcomes.

Davis-Kean & Sandler (2001) explored how family SES and parental involvement influence adolescents' educational aspirations and college preparation. It suggested that higher family SES is associated with greater parental involvement in educational activities, which in turn predicts higher educational goals and better academic performance among adolescents.

Sirin (2005) provided a comprehensive review of research on the relationship between family SES and academic achievement. The review highlights the complex interplay of socioeconomic factors, parental involvement, and access to educational resources in shaping students' academic outcomes, with implications for policies aimed at reducing educational disparities.

Davis (2005) examined the indirect pathways through which parental education and family income impact child achievement, mediated by parental expectations and the home environment. It suggested that higher parental education and income are associated with more conducive home environments and higher academic expectations, which contribute to better academic performance among children.

Noble et al. (2007) investigated the mediating role of home-environmental factors in the relationship between family SES and reading achievement among children. They find that factors such as parental education, literacy resources at home, and parental involvement mediate the impact of family SES on reading outcomes, highlighting the importance of addressing environmental disparities in promoting academic success. These studies collectively underscore the significant influence of family socioeconomic status on the academic performance of students in public secondary schools, highlighting the importance of addressing socioeconomic inequalities and promoting supportive home environments and parental involvement to enhance educational outcomes.

Family Income and Students' Academic Performance

Family income contributes to children's education by providing children with scholastic materials such as books, tutoring services, educational technology, and extracurricular activities. These resources can enhance children's learning experiences and academic performance (Mughal, 2020).

In many cases, families with higher incomes can afford to live in neighborhoods with better-funded schools and resources. These schools often have smaller class sizes, well-equipped facilities, experienced teachers, and a wider range of academic and extracurricular opportunities, which can positively impact a child's educational outcomes (Pov, Kawai, & Murakami, 2022). Family income also affects children's health and well-being, which in turn can influence their ability to learn and succeed in school. Higher-income families may have better access to healthcare, nutritious food, and stable housing, all of which are important factors in a child's overall development and academic success (Zorbaz, 2020).

Family income can impact a child's ability to pursue higher education. Higher-income families may be better

equipped to support their children through college applications, tuition costs, and other expenses associated with post-secondary education. This can open up more opportunities for children to further their education and career prospects (Ogresta, Rezo, Kožljan, Paré, & Ajduković, 2021).

Lower family income levels can be associated with financial stress and instability, which can impact a student's overall well-being. Economic strain within the family can lead to challenges such as inadequate housing, food insecurity, and limited access to healthcare, which can in turn affect a student's focus and motivation in school, potentially influencing dropout rates (Realinho, Machado, Baptista, & Martins, 2022). In some cases, students from lower-income families may be required to take on part-time employment or assume caregiving responsibilities for family members, which can impact their ability to fully commit to their studies. Balancing work and academic responsibilities can be challenging and may contribute to higher dropout rates among students from lower-income households (Chikhungu, 2020).

Family income can also impact a student's access to support services within the school, such as counseling, academic tutoring, and mentorship programs. Higher-income families may have greater resources to provide these services for their children, while students from lower-income families may have limited access to such support, potentially impacting their academic performance and risk of dropout (Lee & Boyle, 2021).

Sirin (2005) provides a comprehensive review of research examining the relationship between family income and educational achievement. The review highlights the consistent finding that higher family income is associated with better academic performance among students in public secondary schools, with implications for understanding and addressing socioeconomic disparities in education.

Adeyemo & Adeyinka (2016) investigated the impact of family income on academic achievement among secondary school students in both urban and rural areas. It found that higher family income is positively associated with better academic performance, with urban students generally benefiting more from higher income levels compared to their rural counterparts. Whitehurst & Lonigan (1998) examined the influence of family income and parental education on children's reading achievement. They found that family income indirectly affects reading achievement through factors such as parental education and literacy support at home, highlighting the importance of addressing socioeconomic factors in promoting literacy development and academic success.

Sexton et al. (2009) investigated the influence of family, school, and classroom ecological factors on reading outcomes among students in both the U.S. and Kenya. It found that family income significantly predicts reading achievement, even after controlling for other ecological factors, suggesting the critical role of socioeconomic resources in shaping academic performance. Choi (2018) examined the relationships among family income, parental involvement, and academic achievement among Korean high school students. The study finds that family income positively predicts academic achievement, and this relationship is partially mediated by parental involvement in education, emphasizing the importance of parental support in enhancing educational outcomes.

Jacob (2002) investigated the impact of income inequality on educational outcomes using U.S. compulsory schooling laws as a natural experiment. The study finds that reducing income inequality leads to improvements in educational attainment and academic achievement among students, highlighting the detrimental effects of socioeconomic disparities on academic performance. These studies collectively highlight the significant influence of family income on the academic performance of students in public secondary schools, underscoring the importance of addressing socioeconomic inequalities and promoting supportive home environments, parental involvement, and access to resources to enhance educational outcomes.

Parents Level of Education and Students' Academic Performance

Family dynamics and parental education play crucial roles in determining students' persistence in secondary schools. School dropout is a significant concern globally. Many youth leave school before obtaining a high school diploma (Ribeiro, 2021). Research indicates that disengagement from school is central to understanding dropout. Parenting style and the educational background of parents significantly impact students' academic achievement and persistence. Students from families with higher levels of education tend to have better support systems, higher expectations, and greater motivation to stay in school (Nuwagaba, 2022). Conversely, students from families with limited educational backgrounds may face challenges related to understanding the value of education, financial constraints, and lack of role models (Realinho et al., 2022).

Parents with higher levels of education are more likely to be actively involved in their children's education. They provide academic support, guidance, and encouragement, which positively influence students' performance (Wamala, 2013). Parents with higher education levels often serve as role models

for their children, emphasizing the importance of education and setting high expectations for academic achievement (Mahuro, 2016).

Higher-educated parents have better access to resources such as books, educational materials, and tutoring services, which enhances students' learning experiences and academic outcomes (Namukose, 2024). Parents with higher levels of education create a supportive home environment that values learning, critical thinking, and intellectual curiosity, fostering a positive attitude towards education in their children (Mugumya, 2014).

Babatunde & Agunbiade (2014) investigated the differential impact of father's and mother's education on children's academic achievement in Nigeria. It finds that both parents' education levels positively predict academic performance among secondary school students, with mother's education having a slightly stronger influence.

Xie & Hannum (1996) examined the relationship between parental education and children's academic achievement in urban China. They found a strong positive association between parental education levels and academic performance among secondary school students, highlighting the importance of parental human capital in shaping educational outcomes. Hornstra et al. (2015) investigated the cross-national influence of parental education on academic achievement among secondary school students across several countries. It found consistent evidence of a positive relationship between parental education levels and academic performance, underscoring the universal significance of parental human capital in promoting educational success.

Dubow et al (2020) examined the influence of parental education on children's educational aspirations and achievements using data from a cross-national study. They found that higher parental education levels are associated with higher educational aspirations and better academic performance among secondary school students, highlighting the intergenerational transmission of educational attainment.

Evidence from a Longitudinal Study in the United States explored the effects of parental education and socioeconomic status on child outcomes, including academic achievement, in the United States. It found that parental education significantly predicts children's academic performance in secondary school, independent of other socioeconomic factors (Davis-Kean, 2005).

Mwilima (2018) investigates the relationship between parental education and students' academic performance in Tanzania secondary schools. The study found a positive association between parental education levels and academic achievement

among students, highlighting the importance of parental human capital in the Tanzanian context. Foloruso (2013) examined the effects of parental education level and socioeconomic status on academic performance among secondary school students in Ilorin, Nigeria. The study finds that parental education level is a significant predictor of students' academic achievement, with higher levels of parental education associated with better academic outcomes. Azmitia and Cooper (2001) investigated the impact of parental education on academic achievement among students, with a focus on the mediating role of parental involvement. They find that parental education positively predicts academic performance, partially mediated by parental involvement in education-related activities.

Chetty et al., (2014) analyzed the impact of parental education on child's school performance using the variation in compulsory schooling laws across U.S. states as a natural experiment. They find that parental education significantly influences academic achievement, with children of more educated parents experiencing better educational outcomes. Li (2018) examined the influence of parental education on children's educational aspirations in rural China. They find that parental education levels positively predict children's educational aspirations, which in turn are associated with better academic performance among secondary school students, highlighting the intergenerational transmission of educational attainment in rural contexts. These studies collectively underscore the significant influence of parents' level of education on the academic performance of students in public secondary schools, highlighting the importance of parental human capital in promoting educational success.

Family Size and Students' Academic Performance

The findings from the study indicated that household factors such as the household income, parental level of education, household size and family type affects dropout of students in secondary schools, other follow-up factors such as child labour, unsupportive parents, lack of role models, involvement in income generating activities, broken families, poverty in the households, divorce, lack of self-esteem, lack of guidance and counseling and orphan hood were identified as some of the major factor influencing dropout (Cooper & Stewart, 2021).

The status of student dropout rate represents the percentage of students aged 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). In 2021, there were 2.0 million status dropouts in this age group. The overall status dropout rate

decreased from 8.3 percent in 2010 to 5.2 percent in 2021 (Ballew et al., 2020).

In larger families, students may receive less individualized attention from parents or caregivers due to competing demands and responsibilities. This could potentially impact their ability to seek help with schoolwork, receive academic support, or engage in educational activities at home (Ssenyonga, 2008). Larger families face financial constraints that limit access to educational resources, such as books, technology, tutoring services, and extracurricular activities. This lack of resources hinders students' academic performance and overall educational experiences (Kangye, 2023).

The time and energy required to manage a larger family size may impact parents' ability to be actively involved in their children's education. This result in fewer opportunities for academic support, communication with teachers, and engagement in school-related activities (Badiru, 2018). The dynamics within a large family, including interactions with siblings of varying ages, personalities, and academic abilities, could positively or negatively influence a student's motivation, study habits, and academic performance. Sibling relationships can either provide a supportive and stimulating learning environment or create distractions and conflicts that interfere with studying (Kobugabe, 2018).

Cultural norms and values surrounding family size and education could also play a role in shaping students' academic performance. Different cultural perspectives on the importance of education and family dynamics may impact how students from larger families approach their schooling (Kibumba, 2018).

Brooks-Gunn & Duncan (1997) investigated the relationship between family size and children's education in Kenya. It found that larger family size is associated with lower academic achievement among secondary school students, possibly due to resource dilution and decreased parental attention. Blake (1989) examined the relationship between family size and academic achievement. While some earlier research suggested a negative correlation, Blake's analysis finds that the relationship is complex and depends on various factors such as birth order, socioeconomic status, and parental involvement. Zajonc & Markus (1975) proposed a theoretical framework suggesting that larger family size leads to reduced intellectual resources per child, resulting in lower academic achievement. They argued that this effect is partially mediated by birth order, with earlier-born children typically benefiting from more parental attention and resources.

Black et al. (2006) examined the relationship between family size and children's educational outcomes across several

Sub-Saharan African countries. It finds that larger family size is associated with lower educational attainment among secondary school students, highlighting the importance of family planning and access to education. Downey (2001) investigated the mechanisms through which family size influences educational outcomes, focusing on the role of sibling rivalry. The study suggests that larger family size increases competition for parental resources, leading to lower academic performance among secondary school students.

Gurkas and Sirin (2015) examined the impact of family size on children's educational attainment in Turkey. They find that larger family size is negatively associated with academic achievement among secondary school students, even after controlling for socioeconomic factors. Liu (2019) investigated the impact of family size on academic achievement in China, leveraging the variation in family size induced by the One-Child Policy. The study finds that students from smaller families tend to have higher academic performance compared to those from larger families, suggesting a negative relationship between family size and educational outcomes.

Black et al. (2019) analyzed data from the United States to examine the effect of family size on children's educational attainment. They find that larger family size is negatively associated with educational outcomes, with children from smaller families tending to achieve higher levels of academic success in public secondary schools. These studies collectively highlight the complex relationship between family size and academic performance of students in public secondary schools, suggesting that larger family size tends to be associated with lower academic achievement, possibly due to resource dilution, increased competition for parental attention, and other familial dynamics.

Study Gaps

The literature on family background and student outcomes, encompassing social capital theory, family socioeconomic status, family income, parents' level of education, and family size, highlights the multifaceted influence of familial factors on academic performance in public secondary schools. Social capital theory provides a framework for understanding how the social resources embedded within families, such as parental involvement, supportive networks, and cultural capital, contribute to students' educational attainment and success. Studies consistently demonstrate that higher levels of parental education, greater family socioeconomic status, and stronger family social networks are associated with better academic performance among secondary school students. Conversely, lower family income, larger family size, and limited parental education often correlate with decreased academic

achievement, dropout risk, and educational disparities. These findings underscore the importance of addressing socioeconomic inequalities, promoting parental involvement, and fostering supportive home environments to enhance educational outcomes for all students.

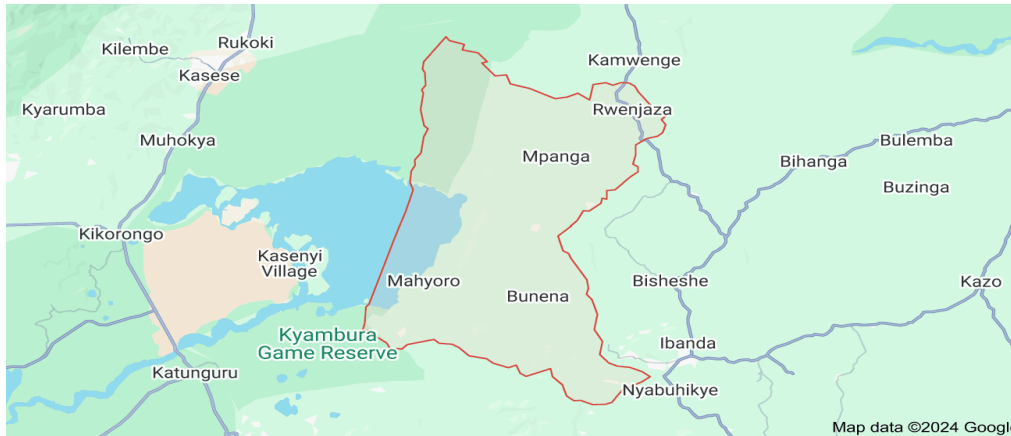
However, despite the wealth of research in this area, several research gaps persist. Firstly, while existing studies have extensively explored the influence of family socioeconomic factors on academic performance, there is a need for more nuanced investigations into the mechanisms through which these factors operate. For example, further research could examine how specific aspects of parental involvement, such as educational expectations, communication with teachers, or access to learning resources, mediate the relationship between family background and student outcomes. Additionally, there is limited research exploring the intersectionality of familial factors, such as how the combined influence of parental education, family income, and family size impacts academic achievement, particularly among marginalized or vulnerable student populations. Furthermore, there is a dearth of longitudinal studies examining the long-term effects of family background on educational trajectories, including dropout rates, college enrollment, and career outcomes. Addressing these research gaps can provide valuable insights for policymakers, educators, and practitioners in designing targeted interventions to support students from diverse family backgrounds and promote educational equity and excellence in public secondary schools.

II. MATERIALS AND METHODS

Location of the Study area

The study was conducted in the selected public secondary schools in Kitagwenda District. It is located in the Western Region of Uganda. It is situated in the Rwenzori sub-region of the country. The district is bordered by Kamwenge District to the north, Kyenjojo District to the east, Ibanda District to the south, and Kamwenge District to the west. The geographical coordinates of Kitagwenda District are approximately 0.1844° N latitude and 30.4017° E longitude. The study was carried out at Nkuse Secondary School, Kitagwenda Secondary School, Kiyombya Secondary School and Rwengaju Secondary School. These schools were selected as they were thought that they would provide the required data in regard to the problem.

Sketch Map of Showing the Location of Kitagwenda District (Study Area)



Research Design

This study employed descriptive, correlational and cross-sectional survey design. The study was based on a mixed approach whereby both qualitative and quantitative techniques were used to analyze the data in order to reach logical conclusion of the findings. The quantitative technique provided detailed numerical analysis of the research problem and was used to investigate the relationship between the research variables in line with the research objectives, while the qualitative approach was used in collecting information on behaviors of the study elements.

Sampling

The study used purposive sampling technique to select parents who have their students in senior four as they were essential in providing relevant information relating to family social economic status. Simple random sampling was used to select teachers and senior four students. The researcher used simple random sampling in order to eliminate bias in selecting respondents. These provided data on student ‘academic performance in their respective schools.

Sample Size

A representative sample size of respondents from selected respondents was determined by using the table provided by Krejcie & Morgan R, (1970). A sample size of 220 was selected from a population of 524.

Table 3.1: Population distribution

Primary school	Population size	Sample size
Nkuse Secondary School,		
Parents	54	18
Students	54	18
Teachers	21	18
Kitagwenda Secondary School,		
Parents	45	15
Students	45	15
Teachers	19	15
Kiyombya Secondary School,		
Parents	68	23
Students	68	23
Teachers	23	20
Rwengaju Secondary School.		
Parents	56	19
Students	56	19
Teachers	15	13
Total	524	220

Study Population

The study population included parents, students (s4) and teachers from selected secondary schools in Kitagwenda District. The study constituted 223 parents, 223 students and 78 teachers from the selected secondary schools in Kitagwenda District. Therefore the study population was 524 people.

Instrument

Questionnaires were sent to parents, students of selected secondary schools to obtain primary data. This made it more convenient and easier to collect data from respondents with busy schedules like parents who are also hectic to access. Closed ended questions using Likert scales were used to enhance simplicity for straight forward questions. Open ended questions on the other hand intended to permit a greater depth of response on specialized issues. Using questionnaires, I managed to collect data about parents’ income, family size, parents’ and level of education.

Interviews were scheduled with a few parents and teachers that were willing to offer substantial time and information relating to the study. Oral questions were asked directly the respondents and answers were noted down. The instrument helped the researcher to gain more insights on the study topic. Data about students’ academic performance was collected.

III. DATA ANALYSIS

Data was analyzed before, during and after collection. Data processing was done using descriptive words. A lot of care, skill and diligence were taken into consideration to identify the relevant data. Data was then edited to eliminate any incomplete questions and qualitatively analyzed SSPR was as well used. The analysis includes recording and reviewing record information in order to understand data better. After data collection, data was prepared, coded and organized in tables and expressed in percentages for easy follow up. This information was then assembled to write a dissertation.

IV. RESULTS

Response Rate

Based on the study sample size of 220 participants, they all returned and accepted the interviews being the response rate to 100%. This showed a high level of stakeholder participation and relevance of the study.

Socio-demographic Characteristics of Respondents

Under this section the category, gender and age group of respondents are addressed. The demographics are presented in descriptive form considering percentages and frequencies as shown in the tables below;

Table 1: Demographic Characteristics of Respondents

Category of Respondent	Frequency	Percentage (%)
Students	77	35%
Parents	77	35%
Teachers	66	30%
Total	220	100
Gender		
Male	140	63.6%
Female	80	36.4%
Total	220	100%
Age Group		
16 – 24 years	56	25.5%
24-34 years	78	35.5%
35-45 years	47	21.4%
46+ years	39	17.7%
Total	220	100%
Education level		
No education	16	7.3%
Primary	21	9.5%
Secondary	77	35%
Diploma	49	22.3%
Bachelors	51	23.2%
Masters	6	2.7%

Total	220	100%
Marital status		
Single	77	35%
Married	140	63.6%
Separated	3	1.4%
Total	220	100%
Occupation (Parents)		
Famers	18	23.4%
Business	8	10.4%
Civil servant	6	7.8%
Peasant	45	58.4%
Total	77	100%
Family size (parents and students)		
0-5 members (Nuclear)	58	40.6%
6+ members (Extended)	85	59.4%
Total	143	100

Source: Field data, 2024

According to findings in table 4.1 above, the respondents are categorized into three main groups: students, teachers, and parents. There was an almost equal distribution of students and parents, each comprising 35% of the total respondents, while teachers make up 30%. This was because each selected students was assumed to purposely deliver a questionnaire to his/her parent. This distribution ensures a comprehensive perspective from different stakeholders involved in the education system.

In conclusion, the study benefits from a diverse representation of stakeholders, including students, teachers, and parents, which enhances the comprehensiveness of findings. The predominance of male respondents and the relatively young age distribution suggest potential gender and generational perspectives in the study's outcomes, this further affirms that the future generation would be in position to use

the findings to improve their awareness in educational needs and developments. The educational attainment of respondents indicates a relatively educated sample, likely capable of providing insightful responses regarding the study's subject matter.

The majority of respondents being married and engaged in agricultural activities reflect the socio-economic context of the region, which may influence family dynamics and students' educational experiences. The prevalence of extended family structures could play a role in shaping familial support systems, potentially impacting students' academic outcomes. Overall, the socio-demographic characteristics provide a rich foundation for understanding the interplay between family socio-economic status and students' academic performance rates in Kitagwenda District.

Family Income in Public Selected Secondary Schools in Kitagwenda District

Table 2: Descriptive statistics on Family income

Statement	Mean	Std. Deviation
Families struggles to meet basic needs due to low income	4.0	0.2
Family have the ability to afford essential expenses	4.2	0.3
Family income allows discretionary spending on non-essential items	1.4	0.2
Families save for future goals	2.2	0.3
Families own enough assets that generate enough income	1.6	0.2
Family have multiple sources of income	2.5	0.3
Families own businesses	2.4	0.2
Families have well-maintained homes	2.2	0.6
Families prioritize education	2.5	0.7
Multiple family members are holding high-paying positions at their work stations	1.8	0.4
Our family sponsors community initiatives	1.4	0.2
Average	2.3	0.3

Source: Primary Data (2024)

According to findings in table 4.2 above on the statement “Families struggles to meet basic needs due to low income”. The mean score of 4.0 indicates that families in Kitagwenda District generally agree that they struggle to meet basic needs due to low income. This suggests that a significant portion of families in the district face financial challenges in meeting essential expenses like food, shelter, and clothing. The statement “Families have the ability to afford essential expenses” has a mean score of 4.2 which suggests that families in the district generally agree that they have the ability to afford essential expenses. This indicates that while there may be struggles, many families are able to meet their basic needs.

The statement “Family income allows discretionary spending on non-essential items” has a low mean score of 1.4 indicates that families in the district strongly disagree that their income allows discretionary spending on non-essential items. This suggests that most families prioritize essential expenses over discretionary spending due to financial constraints. The statement “Families save for future goals” has a mean score of 2.2 which suggests that while some families in the district save for future goals, it is not a widespread practice. This indicates a lack of financial stability or surplus income for future planning among many families.

The statement “Families own enough assets that generate enough income” has a low mean score of 1.6 which suggest that families in the district strongly disagree that they own enough assets that generate sufficient income. This implies a lack of wealth accumulation or investment opportunities among the majority of families. The statement “Family have multiple sources of income” has a mean score of 2.5 suggesting that while some families have multiple sources of income, it is not prevalent across the district. This indicates limited diversification of income sources and entrepreneurial activities within the community. The statement “Families prioritize education” has a mean score of 2.2 suggesting that families in the district generally have moderately maintained homes and prioritize education. However, the relatively higher standard deviations indicate variability in these aspects across families.

Parents level of education in Public Selected Secondary Schools in Kitagwenda district

Table 3: Descriptive Statistics on Parents Level of Education

Statement	Mean	Std. Deviation
Parents have a higher level of formal education	2.1	0.4
Parents hold professional and specialized positions due to high level of education	2.3	0.2
Parents demonstrate commitment to continuous learning	2.3	0.2
Parents possess a wide range of knowledge and skills, acquired through education	2.4	0.3
Parents value learning and intellectual growth	2.6	0.4

The statements “Families have members with high-paying positions and sponsor of community initiatives” have mean score of 1.8 and 1.4 suggesting that few families in the district have multiple members holding high-paying positions at their work stations or sponsor community initiatives.

In conclusion, the descriptive findings indicate that while families in Kitagwenda District generally have the ability to afford essential expenses, they face challenges in meeting discretionary spending, saving for future goals, and generating additional income through asset ownership or entrepreneurial activities. There is also limited evidence of significant wealth accumulation, high-income positions, or community sponsorship among the families surveyed.

During an interview with one of the teachers that was also a parent, he said that “most of families/households have un predictable sources of income other than selling coffee during the season”. This indicated that most families have unstable sources of income and thus are unable to provide sufficiently for the children’s education within Kitagwenda District. Also, another parent said “Most families eat one meal a day and cannot pay school fees of their children and thus most are helped by NGOs, relatives and well-wishers”. This showed evidence to that most family heads have insufficient income to support their children’s education hence majority fail to meet their education standards due to failure to attend school.

A student said “my parents can’t even afford school uniform due to many siblings and other dependents and I am the one working during the holidays to raise school fees” This showed that some students find in Kitagwenda district pay school fees for themselves hence sometimes find it hard to study due to unstable family income. Another respondent noted that “I am the father and the mother in the household since my husband only spends his money on drinking, women and smoking” This showed that despite men working and earning income, they spend their income on other issues other than their children’s education, prompting students to be chased from school and thus failing to meet their academic standards.

Parents actively participate in their children's educational experiences	2.8	0.7
Parents engage in meaningful discussions	2.4	0.4
Parents have the ability to articulate ideas	2.8	0.5
Parents can express complex concepts clearly	2.7	0.4
Parents provide their children with resources for learning	4.5	0.2
Average	3.2	0.4

Source: Primary Data (2024)

According to findings in table 4.2 above, the statement “Parents have a higher level of formal education” had a (Mean = 2.1, Std. Deviation = 0.4). The mean value of 2.1 indicates that, on average, parents in Kitagwenda District disagree with the statement that they have a higher level of formal education. The low standard deviation of 0.4 suggests that responses are clustered closer to the mean, indicating some level of consistency in the perception of parents' formal education level.

The statement “Parents hold professional and specialized positions due to high level of education” has a (Mean = 2.3, Std. Deviation = 0.2). The mean value of 2.3 suggests that, on average, parents slightly disagree (closer to "disagree") with holding professional and specialized positions due to their high level of education. The low standard deviation of 0.2 indicates a relatively narrow range of responses around the mean. The statements “Parents demonstrate commitment to continuous learning” and “Parents possess a wide range of knowledge and skills, acquired through education”. Across these dimensions, the mean values range from 2.3 to 2.6, indicating a disagreement with the statements. The standard deviations ranging from 0.2 to 0.4 suggest a moderate level of variation in responses for these aspects of parents' education-related behaviors and qualities.

The statement “Parental Involvement in Children's Education” has (Mean = 2.8, Std. Deviation = 0.7). The mean value of 2.8 indicates that, on average, parents somewhat agree (closer to "neutral") with actively participating in their children's educational experiences. The relatively high standard deviation of 0.7 suggests greater variability in responses regarding this aspect of parental engagement. The statement “parents provide Resources for Learning to their children” has (Mean = 4.5, Std. Deviation = 0.2). The exceptionally high mean value of 4.5 indicates strong

agreement among parents that they provide their children with resources for learning. The low standard deviation of 0.2 suggests a high level of consistency in responses, with minimal variation around the mean.

The findings from the descriptive statistics in Kitagwenda District suggest that parents generally perceive themselves to have lower levels of formal education and are less inclined to endorse statements related to professional positions, continuous learning, and knowledge acquisition. However, there is a strong consensus among parents that they provide resources for their children's learning. The variation in responses, particularly in parental involvement in children's education, indicates a diversity of perspectives within the community. Overall, the results highlight areas where parental education-related behaviors and values may differ, impacting their roles in supporting their children's educational experiences.

During the interview with one of the parents, he said “I stopped studying in primary seven and thus can't do much”. This showed that some parents were less educated and thus understood less about the importance of parent's education on student's commitment to study. Another parent said “Although am educated, I find no time to discuss or revise with my children. My only duty is to pay school fees” This further showed that educated parents have no time for discussing revising and perusing through their children's' work hence a weak link to student academic performance in isolated cases.

A teacher selected for the interview also said “some parents don't even know how to write their own names however, they are rich and can afford to pay school fees”. This showed that parents' level of education may not necessarily be a significant effect for student academic performance in secondary education.

Family size and academic performance of students in secondary schools in Kitagwenda district
Descriptive findings on family size and students' dropout in secondary schools in Kitagwenda district

The findings were recorded on five point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Table 4: Family Size in Public Secondary Schools in Kitagwenda District

Statement	Mean	Std. Deviation	Percentage
Families are small with less than 5 household members	2.4	0.4	48 %
Families are made up of multi-generational members	4.3	0.3	86 %
Families have enough space to accommodate all members	2.2	0.2	44 %
Parental attention is divided among multiple children	4.5	0.4	90 %
The big family size is providing more opportunities for interaction with siblings and relatives	4.2	0.4	84 %
Most families incur higher expenses for essentials due a big size	4.8	0.2	96 %

Source: Primary Data (2024)

According to findings in table 4.4 above on the statement “Families are Small with Less than 5 Household Members” had a (Mean = 2.4, Std. Deviation = 0.4). The high mean value of 2.4 indicates disagreement among respondents that families in Kitagwenda District are small, typically consisting of less than 5 household members.

The statement “Families are Made up of Multi-generational Members” had (Mean = 4.3, Std. Deviation = 0.3). The mean value of 4.3 suggests a prevalent belief that families in the district comprise multiple generations living together. The low standard deviation of 0.3 indicates a high level of consensus among respondents regarding the multi-generational composition of families. The statement “Families Have Enough Space to Accommodate All Members” had a (Mean = 2.2, Std. Deviation = 0.2). The mean value of 2.2 indicates disagreement that families have adequate space to accommodate all members. The low standard deviation of 0.2 suggests a high degree of certainty among respondents regarding the space availability within families.

The statement “Parental attention is divided among multiple children” had a (Mean = 4.5, Std. Deviation = 0.4). The high mean value of 4.5 reflects a strong consensus that parental attention is divided among multiple children within families. The moderate standard deviation of 0.4 indicates some variation in perceptions but with an overall agreement on the distribution of parental attention. The statement “Big family size provides more opportunities for interaction with siblings and relatives” had a (Mean = 4.2, Std. Deviation = 0.4). The mean value of 4.2 suggests agreement that larger family sizes offer increased opportunities for interaction with siblings and relatives.

The statement “Most families incur higher expenses for essentials due to a big size” had a (Mean = 4.8, Std. Deviation = 0.2). The very high mean value of 4.8 indicates a strong agreement that most families face higher expenses for essentials as a result of their big size. The low standard deviation of 0.2 signifies a high level of consensus among

respondents regarding the financial burdens associated with larger family sizes. The descriptive findings suggest that families in Kitagwenda District are perceived to be relatively small, multi-generational, and adequately spacious. There is a general agreement that parental attention is shared among multiple children, and larger family sizes provide more opportunities for social interactions. However, the data also indicates a consensus that bigger families incur higher expenses for essentials. These findings highlight the complex dynamics of family size and its potential impact on students' academic results, emphasizing factors such as attention distribution, social interaction opportunities, and financial burdens that may influence educational outcomes in the district.

During the interview with a parent, he said “my household has over 15 members and all of them depend on my salary” This showed that most families are extended with very many dependents which makes it hard for the parents to provide sufficiently for the children including school fees resulting into poor academic standards.

Also another parents said “I have two wives each with six children, therefore it hard to provide for all” This indicated that most families that are extended in nature have the parents constrained thus cannot provide the education requirements resulting into poor academic performance. Also another parent said “This families need can only be provided by God because he is the one that gave me all these children” This was additional evidenced that most parent have extended families with no parent source of income hence parent fail to provide for their children resulting into school poor academic attainment especially in secondary schools.

Academic Performance of Students in Public Secondary Schools in Kitagwenda District

The findings were recorded on five point scale where 5- strongly agree, 4- agree, 3- Neutral, 2-Disagree and 1- strongly disagree and they had varying responses. The findings were recorded and presented in the table below;

Table 5: Descriptive statistics on Academic Performance of Students in Public Secondary Schools in Kitagwenda District

Statement	Mean	Std. Deviation
Students obtain good scores in national examinations such as the Uganda Certificate of Education (UCE)	2.3	0.2
Students actively participate during lessons	2.6	0.3
Students obtain good scores in test quiz	2.5	0.2
Students are rarely absent from school	1.4	0.2
Students' progress to the next academic level at the end of every academic year	2.2	0.4
Students complete secondary education timely	2.8	0.4
Students pass relevant subjects with high test scores	2.7	0.5

According to study findings in table 4.5 above on the statement “Students obtain good scores in national examinations such as the Uganda Certificate of Education (UCE)” had a mean: 2.3 and Standard Deviation: 0.2. On average, respondents disagreed that students obtain good scores in national examinations. The low mean score suggests that there is a perception of poor performance in national exams among students in public secondary schools in Kitagwenda District.

The statement “Students actively participate during lesson” had a mean: 2.6 and Standard Deviation: 0.3. The mean score indicates that respondents were leaning towards disagreement regarding students' active participation during lessons. While the score is slightly higher than the previous statement, it still suggests room for improvement in student engagement and participation in classroom activities.

The statement “Students obtain good scores in test quizzes” had a mean: 2.5 and standard Deviation: 0.2. Similar to the first statement, respondents tended to disagree with the notion that students obtain good scores in test quizzes. The mean score is slightly higher, indicating a slightly more positive perception compared to national examinations, but still suggests an overall perception of subpar performance in quizzes.

The statement “Students are rarely absent from school” had a mean: 1.4 and standard deviation: 0.2. This statement received the lowest mean score, indicating strong disagreement among respondents regarding students' attendance. The low mean suggests a prevalent issue of absenteeism among students in public secondary schools in

the district. The statement “Students progress to the next academic level at the end of every academic year” had a mean: 2.2 and standard deviation: 0.4. Respondents were leaning towards disagreement with the statement that students consistently progress to the next academic level at the end of each year. The relatively low mean score suggests concerns about student retention or promotion rates.

The statement “Students complete secondary education timely” had a mean: 2.8 and standard Deviation: 0.4. This statement received the highest mean score among all statements, indicating a tendency towards agreement that students complete secondary education on time. However, the score is still below the midpoint, suggesting room for improvement in ensuring timely completion of secondary education. The statement “Students pass relevant subjects with high test scores” had a mean: 2.7 and Standard Deviation: 0.5. Respondents tended to disagree with the statement that students pass relevant subjects with high test scores. While the mean score is higher compared to some other statements, it still indicates a perception of below-average performance in subject-specific assessments.

In summary, the descriptive statistics highlight several areas of concern regarding academic performance among students in public secondary schools in Kitagwenda District, Uganda. These include perceived shortcomings in national examination scores, student participation, attendance, and subject-specific test scores. However, there are also positive perceptions regarding timely completion of secondary education. These findings suggest the need for targeted interventions to address the identified challenges and improve overall academic performance in the district.

Correlational findings

Table 6: Correlational findings

		Family income	Parents level of education	Family size
Academic performance of students	Pearson Correlation	0.693**	0.438**	0.346**
	Sig. (2-tailed)	0.002	.012	0.011
	N	143	143	143

** . Correlation is significant at the 0.05 level (2-tailed).

According to findings in table 4.6 above, there was a strong positive correlation (0.693) between family income and academic performance of students. This means that as family income increases, academic performance tends to improve. The p-value (0.002) indicates that this correlation is statistically significant at the 0.05 level, suggesting that the relationship is unlikely to have occurred by chance.

There was a moderate positive correlation (0.438) between parents' level of education and academic performance of students. This suggests that students whose parents have higher levels of education tend to perform better academically. The p-value (0.012) indicates that this correlation is statistically significant at the 0.05 level. There was a moderate positive correlation (0.346) between family size and academic performance of students. This implies that students from larger families tend to have slightly better academic performance. The p-value (0.011) indicates that this correlation is statistically significant at the 0.05 level.

Regression Analysis of Family Social Economic Status and Academic Performance of Students in Public Secondary Schools in Kitagwenda District

Table 4.7: Regression Analysis of Family Social Economic Status and Academic Performance of Students in Public Secondary Schools in Kitagwenda District

Model	R	R Square	Adjusted R Square
Family income	.874 ^a	0.764	0.738
Parents level of education	.716 ^b	0.513	0.518
Family size	.511 ^c	0.261	0.241

The regression model for family income shows a significant relationship with academic performance (R = .874, R Square = 0.764, Adjusted R Square = 0.738). - The coefficient for family income (B = 6.873) indicates that for every unit increase in family income, academic performance increases by approximately 6.873 units. The standardized coefficient (Beta = .016) suggests that family income has a relatively small effect on academic performance compared to other factors.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.167	.000		5.234	.000
Family income	6.873	.030	.016	6.516	.002
Parents level of education	4.714	.013	.003	4.395	.021
Family size	2.313	.062	.522	2.184	.083

a. Dependent Variable: academic performance of students public secondary schools

The regression model for parents' level of education also demonstrates a significant relationship with academic performance (R = .716, R Square = 0.513, Adjusted R Square = 0.518). The coefficient for parents' level of education (B = 4.714) indicates that for every unit increase in parents' education level, academic performance increases by approximately 4.714 units. The standardized coefficient (Beta = .003) suggests that parents' level of education has a relatively small effect on academic performance compared to other factors.

The regression model for family size shows a moderate relationship with academic performance (R = .511, R Square = 0.261, Adjusted R Square = 0.241). The coefficient for family size (B = 2.313) indicates that for every unit increase in family size, academic performance increases by approximately 2.313 units. The standardized coefficient (Beta = .522) suggests that

family size has a notable effect on academic performance, indicating that larger family sizes are associated with better academic performance.

V. DISCUSSIONS

The literature review provides valuable context for understanding the findings of the study on family socioeconomic status and students' dropout rates in public secondary schools in Kitagwenda District.

Family income and academic performance of students in public secondary schools in Kitagwenda District

The findings from Table 4.6 indicate a strong positive correlation between family income and academic performance of students in public secondary schools in Kitagwenda

District, Uganda. This suggests a robust relationship wherein as family income increases, academic performance tends to improve among students. The statistical significance of this correlation (p-value) further solidifies the reliability of the relationship, indicating that it is unlikely to have occurred by chance.

Numerous studies from the literature support and further elucidate the implications of the correlation between family income and academic performance of students. Mughal (2020) emphasizes that family income contributes to children's education by providing access to scholastic materials, tutoring services, educational technology, and extracurricular activities, all of which can enhance academic performance.

Pov, Kawai, & Murakami (2022) highlight that families with higher incomes often reside in neighborhoods with better-funded schools and resources. This includes smaller class sizes, well-equipped facilities, experienced teachers, and a wider range of academic and extracurricular opportunities, which positively impact educational outcomes.

Zorbaz (2020) discusses how family income affects children's health and well-being, ultimately influencing their ability to learn and succeed in school. Higher-income families have better access to healthcare, nutritious food, and stable housing, which are crucial for a child's overall development and academic success.

Ogresta et al. (2021) highlight that family income can impact a child's ability to pursue higher education. Higher-income families are better equipped to support their children through college applications, tuition costs, and other expenses associated with post-secondary education, thus opening up more opportunities for further education and career prospects. In summary, the findings are supported by literature, underscore the significant influence of family income on academic performance among students in public secondary schools. Addressing socioeconomic disparities, promoting supportive home environments, parental involvement, and equitable access to resources are critical for enhancing educational outcomes and narrowing the achievement gap.

Parent's level of education and academic performance of students in public secondary schools in Kitagwenda District

The findings reveal a moderate positive correlation between parents' level of education and academic performance of students in public secondary schools in Kitagwenda District, Uganda. This suggests a meaningful relationship wherein students whose parents have higher levels of education tend to perform better academically. The statistical significance of this correlation (p-value) strengthens the

reliability of the relationship, indicating that it is unlikely to have occurred by chance.

Nuwagaba (2022) underscores the significant role that parental education plays in shaping a child's academic success. Parents with higher levels of education possess the knowledge, skills, and resources to support their children's learning and create a conducive environment for academic growth.

Realinho et al. (2022) highlight that students from families with higher levels of parental education often have higher educational aspirations and expectations. Growing up in an environment where education is valued and prioritized positively influences students' motivation, attitude towards learning, and academic achievement. Namukose (2024) discusses how parents with higher levels of education have greater access to resources such as books, educational materials, and tutoring services, enriching students' learning experiences and contributing to their academic success.

Mugumya (2014) emphasizes that parents with higher levels of education serve as positive role models for their children, inspiring them to strive for academic excellence. Additionally, these parents are better equipped to provide academic support, guidance, and encouragement, facilitating their children's educational journey.

Several studies provide empirical evidence supporting the association between parental education and academic performance among secondary school students: Babatunde & Agunbiade (2014), Xie & Hannum (1996), and Hornstra et al. (2015) found positive associations between parental education levels and academic performance. Davis-Kean (2005), Mwilima (2018), and Folorunso (2013) also reported positive relationships between parental education and students' academic achievement.

Chetty et al. (2014) and Li (2018) highlighted the intergenerational transmission of educational attainment and its impact on academic aspirations and performance. These studies collectively underscore the significant influence of parents' level of education on the academic performance of students in public secondary schools. Addressing disparities in parental education levels and promoting supportive home environments are essential for fostering academic success and narrowing the achievement gap among students.

Family size and academic performance of students in public secondary schools in Kitagwenda District

The findings from the study indicate a nuanced relationship between family size and academic performance of students in public secondary schools. While the correlation suggests a moderate positive association between family size

and academic performance, the literature provides a more comprehensive understanding of the factors at play and offers insights into potential mechanisms driving this relationship.

Cooper & Stewart (2021) highlight that household factors, including family size, household income, and parental education, influence dropout rates among secondary school students. Factors such as child labor, unsupportive parents, lack of role models, and involvement in income-generating activities, poverty, divorce, and lack of guidance were identified as significant contributors to dropout rates.

Kangye (2023) notes that larger families may face financial constraints that limit access to educational resources such as books, technology, tutoring services, and extracurricular activities. This lack of resources could hinder academic performance and overall educational experiences for students in larger families. Badiru (2018) discusses how the time and energy required to manage a larger family size may impact parents' ability to be actively involved in their children's education. This could result in fewer opportunities for academic support, communication with teachers, and engagement in school-related activities.

Kobugabe (2018) highlights that the dynamics within a large family, including interactions with siblings of varying ages, personalities, and academic abilities, could influence a student's motivation, study habits, and academic performance. Additionally, cultural norms and values surrounding family size and education may shape students' approach to schooling. Several studies provide empirical evidence and theoretical frameworks to elucidate the relationship between family size and academic performance:

Brooks-Gunn & Duncan (1997) found a negative association between larger family size and academic achievement among secondary school students in Kenya. Zajonc & Markus (1975) proposed a theoretical framework suggesting that larger family size leads to reduced intellectual resources per child, resulting in lower academic achievement. Liu (2019) investigated the impact of family size on academic achievement in China and found a negative relationship, with students from smaller families achieving higher academic performance. Black et al. (2006, 2019) analyzed data from Sub-Saharan African countries and the United States, respectively, and found negative associations between family size and educational outcomes, highlighting the universal significance of this relationship.

In summary, while the correlation from Table 4.6 suggests a moderate positive association between family size and academic performance, the literature provides a more nuanced understanding, suggesting that larger family size tends to be associated with lower academic achievement.

Factors such as resource dilution, competition for parental attention, sibling dynamics, and cultural norms play pivotal roles in shaping the relationship between family size and academic performance among students in public secondary schools.

VI. CONCLUSIONS

Higher family income is associated with enhanced academic performance among students.

Higher parental education levels are associated with improved academic performance among students. Students from larger families exhibit slightly better academic performance.

Governments and educational institutions should implement policies aimed at providing economic support to low-income families.

Educational programs and initiatives should be developed to support parents in enhancing their own education levels and improving their ability to support their children academically.

Family planning programs should be promoted to help families make informed decisions about the size of their families. Additionally, resources and support should be allocated strategically to larger families to ensure that each child receives adequate attention, educational materials, and support.

Schools should collaborate with community organizations, businesses, and local government agencies to provide additional support and resources to students from disadvantaged backgrounds. Efforts should be made to address broader socioeconomic disparities in education, including inequities in school funding, access to quality teachers, and educational resources.

ACKNOWLEDGEMENTS

I am grateful to my University Supervisor Dr. Ssendagi Muhammad for the great guidance, faith, patience and encouragements he accorded me during this period of doing research! His efforts have been of great help. My gratitude also extends to my family, friends and colleagues that have always encouraged and guided me in writing this research.

Also, with the spirit of humility and determination, my appreciation goes to Management of Team University in Particular lecturers and administrators at the School of Graduate Studies and Research for the opportunity to study at this great Institution. Thank you all and may God reward you richly!

REFERENCES

- [1] Abenawe, C. (2022). Evaluation of the relationship between socio-economic status and the quality of education in secondary schools in Ibanda District. *9*(1), 83-94.
- [2] Abenawe, C. (2022). Social Economic Status in Selected Secondary Schools in Ibanda District Uganda. *IAA Journal of Education*, *8*(1), 73-89.
- [3] Abert, M. (2020). *An Assessment of Socio-Economic Factors explaining Pupil Dropout in UPE Schools of Nyabihoko Sub-County, Ntungamo District*. Kabale University,
- [4] Adetutu, M. R., Adebayo, M. A. J. I. J. o. R. i. E., & Development, S. (2021). Family challenges and academic performance of secondary school students in Rivers State, Nigeria. *1*(6).
- [5] Ali, K., Yaseen, M. R., Makh dum, M. S. A., Quddoos, A., & Sardar, A. (2021). Socioeconomic determinants of primary school children dropout: a case study of Pakistan. *35*(6), 1221-1230.
- [6] Almeida, D. J., Byrne, A. M., Smith, R. M., & Ruiz, S. (2021). How relevant is grit? The importance of social capital in first-generation college students' academic success. *Journal of College Student Retention: Research, Theory Practice*, *23*(3), 539-559.
- [7] Ballew, M. T., Pearson, A. R., Goldberg, M. H., Rosenthal, S. A., & Leiserowitz, A. (2020). Does socioeconomic status moderate the political divide on climate change? The roles of education, income, and individualism. *Global Environmental Change*, *60*, 102024.
- [8] Blake, J. (2022). *Family size and achievement* (Vol. 3): Univ of California Press.
- [9] Boateng, S., Asare, D., Manu, P. T., Sefah, E. A., & Adomako, J. (2021). Relationship between students' home background and their academic performance: A case of some selected senior high school students in rural districts in Ashanti Region, Ghana. *201*(3), 153-161.
- [10] Bras, H., & Mandemakers. (2022). Maternal education and sibling inequalities in child nutritional status in Ethiopia. *17*, 101041.
- [11] Chikhungu, L., Kadzamira, E., Chiwaula, L., & Meke, E. (2020). Tackling girls dropping out of school in Malawi: Is improving household socio-economic status the solution? *International Journal of Educational Research*, *103*, 101578.
- [12] Contreras, D., González, L., Láscar, S., & López, V. (2022). Negative teacher–student and student–student relationships are associated with school dropout: Evidence from a large-scale longitudinal study in Chile. *International Journal of Educational Development*, *91*, 102576.
- [13] Cooper, K., & Stewart, K. (2021). Does household income affect children's outcomes? A systematic review of the evidence. *Child Indicators Research*, *14*(3), 981-1005.
- [14] Demir, E. K. (2021). The role of social capital for teacher professional learning and student achievement: A systematic literature review. *Educational Research Review*, *33*, 100391.
- [15] Eneji, C., Ubom-Bassey, A., Eneji, J., Obogo, G., & Dunnamah, A. (2013). Influence of family types and parent's socio-economic status on school dropout among female students in Old Ogoja Zone of Cross River, Nigeria. *2*(1), 7-13.
- [16] Gerra, G., Benedetti, E., Resce, G., Potente, R., Cutilli, A., & Molinaro, S. (2020a). Socioeconomic status, parental education, school connectedness and individual socio-cultural resources in vulnerability for drug use among students. *International journal of environmental research public health*, *17*(4), 1306.
- [17] Gerra, G., Benedetti, E., Resce, G., Potente, R., Cutilli, A., & Molinaro, S. (2020b). Socioeconomic status, parental education, school connectedness and individual socio-cultural resources in vulnerability for drug use among students. *International journal of environmental research public health*, *17*(4), 1306.
- [18] Jachi, M., & Mandongwe, M. M. L. (2019). Public Procurement and Public Service Delivery in Zimbabwe Local Authorities. A Non-systematic Review.
- [19] Jack, R., & Oster, E. (2023). COVID-19, School Closures, and Outcomes. *Journal of Economic Perspectives*, *37*(4), 51-70.
- [20] Kakuba, C., Nwabona, A., Asiimwe, J. B., Tuyiragize, R., & Mushomi, J. (2021). Who accesses secondary schooling in Uganda; Was the universal secondary education policy ubiquitously effective? *International Journal of Educational Development*, *83*, 102370.
- [21] Kim, J., & Jun, M. (2022). Money, a Drain of Educational Opportunity: A Microregional Study of School Dropouts in Mpigi, Uganda. *14*(10), 5875.
- [22] Kimanzi, A. (2021). *A correlational study of socio-economic factors affecting student's access and retention in public secondary schools, kitui county, kenya*. Kenyatta university,
- [23] Kuno, C. B., Hein, S., Frankel, L., & Kim, H. J. (2021). Children's schooling status: Household and individual factors associated with school enrollment, non-enrollment and dropping out among Ugandan children. *2*, 100033.
- [24] Lawrence, M. C., Grace, C. J., John, B. M., & Pacifica, M. J. (2013). Socio-Economic Factors Influencing

- Participation and dropout of students in public secondary schools in Marakwet District, Kenya. *Journal of Emerging Trends in Educational Research Policy Studies*, 4(1), 185.
- [25] Lawrence, M. C., Grace, C. J., John, B. M., Pacifica, M. J. J. J. o. E. T. i. E. R., & Studies, P. (2013). Socio-Economic Factors Influencing Participation and dropout of students in public secondary schools in Marakwet District, Kenya. 4(1), 185.
- [26] Lee, M., & Boyle, E. H. (2021). Disciplinary practices among orphaned children in Sub-Saharan Africa. 16(2), e0246578.
- [27] Liu, J., Peng, P., & Luo, L. (2020). The relation between family socioeconomic status and academic achievement in China: A meta-analysis. *Educational Psychology Review*, 32, 49-76.
- [28] Mahfud, T., Triyono, M. B., Sudira, P., & Mulyani, Y. (2020). The influence of social capital and entrepreneurial attitude orientation on entrepreneurial intentions: the mediating role of psychological capital. *European Research on Management Business Economics*, 26(1), 33-39.
- [29] Martin, J. P., Stefl, S. K., Cain, L. W., & Pfirman, A. L. (2020). Understanding first-generation undergraduate engineering students' entry and persistence through social capital theory. *International Journal of STEM Education*, 7(1), 1-22.
- [30] Ministry of Education and Sports. (2012). Dropout in the USE Programme. Education Planning and Policy Analysis Department (Statistics Section), Kampala Uganda.
- [31] Ministry of Education and Sports. (2016). Technical Note on Primary Repetition, Survival, and Completion Rates before and after Universal Primary Education (UPE) in Uganda. Kampala, Uganda.
- [32] Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, 29, 100307.
- [33] Mughal, A. W. (2020). Secondary school students who drop out of school in rural Pakistan: The perspectives of fathers. 62(2), 199-215.
- [34] Mukonyi, P. W. (2020). *Socio-economic conflicts affecting students' participation in secondary school education in kakamega county, kenya*. Mmust,
- [35] Mutabeshya, c., & sikubwabo, c. (2022). *Effect of family socio-economic status on students' academic achievement in nine-year basic education (9ybe) schools. A case of rubavu district, rwanda*. Retrieved from
- [36] Nasuna, G., Arinaitwe, J., Barigye, E., & Kyayemagye, F. (2021). Effect of School Infrastructure on Pupil Enrolment in Universal Primary Education Schools: A Case of Mbarara City, Uganda.
- [37] Neville, S. E., Saran, I., & Crea, T. M. (2022). Parental care status and sexual risk behavior in five nationally-representative surveys of sub-Saharan African nations. 22, 1-8.
- [38] Ogresta, J., Rezo, I., Kožljan, P., Paré, M.-H., & Ajduković, M. (2021). Why do we drop out? Typology of dropping out of high school. *Youth society*, 53(6), 934-954.
- [39] Otieno, G. C. (2016). *Socio-Economic Factors Influencing Students' Dropout Rates In Public Secondary Schools In Msambweni Sub-County, Kwale County, Kenya*. University of Nairobi,
- [40] Peverill, M., Dirks, M. A., Narvaja, T., Herts, K. L., Comer, J. S., & McLaughlin, K. A. (2021). Socioeconomic status and child psychopathology in the United States: A meta-analysis of population-based studies. 83, 101933.
- [41] Piquart, M., & Ebeling, M. (2020). Parental educational expectations and academic achievement in children and adolescents—a meta-analysis. *Educational Psychology Review*, 32, 463-480.
- [42] Pov, S., Kawai, N., & Murakami, R. (2022). Identifying causes of lower secondary school dropout in Cambodia: a two-level hierarchical linear model. *International Journal of Inclusive Education*, 26(8), 834-847.
- [43] Realinho, V., Machado, J., Baptista, L., & Martins, M. V. (2022). Predicting student dropout and academic success. 7(11), 146.
- [44] Ribeiro, L. M., Cunha, R. S., Silva, M. C. A. E., Carvalho, M., & Vital, M. L. (2021). Parental involvement during pandemic times: Challenges and opportunities. 11(6), 302.
- [45] Ribeiro, L. M., Cunha, R. S., Silva, M. C. A. E., Carvalho, M., & Vital, M. L. J. E. S. (2021). Parental involvement during pandemic times: Challenges and opportunities. 11(6), 302.
- [46] Rodríguez-Hernández, C. F., Cascallar, E., & Kyndt, E. (2020). Socio-economic status and academic performance in higher education: A systematic review. *Educational Research Review*, 29, 100305.
- [47] Satti, R. A., & Jamil, M. (2021). Socio-Economic Determinants of School Dropouts: An Evidence from Households in Pakistan. 3(3), 388-401-388-401.
- [48] Swanson, E., Kim, S., Lee, S.-M., Yang, J.-J., & Lee, Y.-K. (2020). The effect of leader competencies on knowledge sharing and job performance: Social capital

- theory. *Journal of Hospitality Tourism Management*, 42, 88-96.
- [49] Thomas, A., & Gupta, V. (2021). Social capital theory, social exchange theory, social cognitive theory, financial literacy, and the role of knowledge sharing as a moderator in enhancing financial well-being: from bibliometric analysis to a conceptual framework model. *Frontiers in Psychology*, 12, 664638.
- [50] Yassin, A. (2020). Research Title: Major Causes of Girls' School Dropout from General Primary Schools and Related Challenges in South Wollo and Oromia Zones in Amahara Region, Ethiopia. *Journal of Education Practice*, 11(10), 34-42.
- [51] Zorbaz, O., & Özer, A. (2020a). Do student characteristics affecting school dropout risk differ from one school to another?, 45(202).
- [52] Zorbaz, O., & Özer, A. (2020b). Do student characteristics affecting school dropout risk differ from one school to another? *Education Science/Egitim ve Bilim*, 45(202).

AUTHORS BIOGRAPHY



Wassajja Julious is a resourceful, experienced, and professional Teacher. The renowned teacher was born on 21st May, 1987 in Lwengo district, Uganda. He holds a Master Degree in Educational Planning and Management from Team University, Uganda; Master Degree in Human Resource Management from Uganda Martyrs University, Nkozi, Post Graduate Diploma in Educational Planning and Management from Team University, Uganda, Bachelors' degree in Education, Primary from Uganda Martyrs University, Nkozi, Uganda, Diploma in Education-Primary from Kampala International University, Kampala, Uganda,

Grade III Teachers' Certificate from Kabukunge Primary Teachers' College, Certificate in Public Administration from Global Technical and Business Institute, Mbarara, Certificate in Administrative Law from Makerere University, Uganda Certificate of Education from Modern High School-Kyazanga, Primary Leaving Result-Slip from Malongo Primary School. He worked as a Primary teacher at Kyewanula Primary school, from 2008-2011 a teacher at Kyakakala Muslim Primary school from 2012-2014, a Head teacher at Kiteesa primary school from 2015-2019, a Head teacher at Kempega Primary School from 2020 to date, in Lyantonde District, a Lecturer with Uganda Martyrs University, Nkozi from 2022 to date, a Lecturer at Team University from 2022 to date. He is an Executive member of the Association of Catholic Education Institutions, Masaka Diocese. He teaches and supervises research projects in Universities and is a good writer of articles based on scenarios.



Okello Robert Pius hold a Degree of Master of Education Management and Planning 2024, Postgraduate Diploma in Education 2022 from Nkumba University Master of public administration and management 2024, Postgraduate diploma in public administration and management 2021 from Team University, Bachelor of Science in Information Technology, 2018, Diploma. ICT 2015, Certificate in ICT 2014, from All Saints University Lango, Certificate in Administrative Law 2023 from Makerere University.

He is the Ag. Academic Registrar All Saints University Lango 2024 to-date, he served as Dean of Student, Assistant Lecturer and Teaching Assistant in the Faculty of Business and Management at All Saints University Lango. He served as Acting In charge and Acting Blood Donor Recruiter at Lira Regional Blood Bank (2017-2022), Information Technology Officer at Lira Regional Referral Hospital (2023). Head of Department- Medical Records and Health Informatics, Information and Communication Technology of All Saints University Lango, Lecture at Uganda Christian Institute for Professional Development, 2019 to date.

He is a member of Uganda Statistical Society (USS), ICT Association of Uganda (ICTAU) ICT Teacher's Association of Uganda and a former member of Uganda Deans of Students Forum (UDOS). Okello has a vast knowledge at Postgraduate and Undergraduate in areas of Education and Leadership, Management, Information and Communication Technology, Comparative Education, Educational Psychology, communications skills. Public Sector Financial Management, Human Resource planning, Professional Ethics and Public management., Computer Network system integration, Business Intelligence, Computer security, Principal of Management, Information Management System.



Adrawa Johnson, 42 years old, Ugandan by Nationality, Madi by tribe from West Nile Region, Northern Uganda in Uganda, a Social Worker by profession, I am a very resourceful and effective Office Administrator with proven proficiency in all aspects of Administration, I am a Senior Assistant Chief Administrative Officer (SACAO) formerly known as Sub-county Chief who served in three different Sub-counties of Metu, Moyo and Currently in Dufile in Moyo District Local Government, I am a committed profession with high integrity, volunteerism, innovation, self-motivated, Social, result oriented with the ability of always getting solutions for the work challenges which is available at a work place, I hold Administrative Law from Uganda Christian University Mukono in Uganda, Bachelor of Social Work and Social Administration from Bugema University Kampala in Uganda, Postgraduates Diploma from Team University Kampala in Uganda and currently under taking my Master's Program in Team University main Campus at Mengo Kampala, Rubaga Division, East Africa in Uganda,

I am an Alumni of Bugema University because I served as a Guild President for one year 2017, I am a multitask person with over 12 years working experience in Management and Administration in different field being a Social Work, policy implementation, very good at high professional standards, understands diversity, time management as a core component of resource management and team work spirit among the different professionals.

Citation of this Article:

Wassajja Julious, Okello Robert Pius, & Adrawa Johnson. (2024). Family Social Economic Status and Academic Performance of Students in Public Selected Secondary Schools in Kitagwenda District, Uganda. *International Research Journal of Innovations in Engineering and Technology - IRJIET*, 8(11), 17-37. Article DOI <https://doi.org/10.47001/IRJIET/2024.811004>
