



**METROPOLITAN**

**INTERNATIONAL**

**UNIVERSITY**

**PARENTS' SOCIO-ECONOMIC STATUS AND ACADEMIC PERFORMANCE OF STUDENTS AT UCE  
IN SELECTED PUBLIC SECONDARY SCHOOLS IN BUSHENYI DISTRICT, UGANDA**

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**23C/HD02/MEPM/UMR**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES AND RESEAERCH IN  
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**DECLARATION**

I **Ayesiga Clare**, declare that this dissertation entitled “**parents' socio-economic status and the academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda**” is my original work and has not been submitted for any award at any academic institution.

Signed: .....

Date: .....

**Ayesiga Clare**

**APPROVAL**

This is to confirm that this dissertation entitled “**parents' socio-economic status and academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda**” has been done under my close supervision and guidance now ready for further examination.

**Wabuna Muhammad (PhD)**

**Signature: .....**

**Date: .....**

**DEDICATION**

I dedicate this dissertation to my beloved son, Ainemigisha Timothy whose, presence in my life gives me purpose, motivation and joy. I also Can't forget my family and course mates, whose unwavering support, encouragement, and prayers have been a constant source of strength throughout my academic journey. Their sacrifices and belief in the power of education have inspired me to pursue excellence and complete this study. I also dedicate this work to all students striving to overcome challenges related to socio-economic factors in their pursuit of academic success.

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**List of Abbreviations and Acronyms**

<b>Abbreviation</b>	<b>Full Meaning</b>
<b>UCE</b>	Uganda Certificate of Education
<b>SES</b>	Socio-Economic Status
<b>MOES</b>	Ministry of Education and Sports
<b>UBOS</b>	Uganda Bureau of Statistics
<b>PTA</b>	Parents Teachers Association
<b>SMC</b>	School Management Committee
<b>USE</b>	Universal Secondary Education
<b>UNATU</b>	Uganda National Teachers' Union
<b>SDG</b>	Sustainable Development Goal
<b>GPA</b>	Grade Point Average
<b>LC</b>	Local Council
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>HSDP</b>	Health Sector Development Plan
<b>UNDP</b>	United Nations Development Programme
<b>UPE</b>	Universal Primary Education
<b>ICT</b>	Information and Communication Technology

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**Abstract**

This study examined the relationship between parents' socio-economic status (SES) and students' academic performance at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda. Specifically, the study assessed the effects of parents' income, educational attainment, and occupational status on academic performance, as well as the moderating role of school support systems. The study was anchored in Bourdieu's Theory of Social Reproduction (2021), which explains how socio-economic inequalities are reproduced through differential access to cultural and economic capital. A mixed-methods approach was adopted using a cross-sectional survey design. Data were collected from 181 respondents comprising teachers, school administrators, parents, and community leaders through questionnaires, interviews, and document reviews. Quantitative data were analyzed using descriptive statistics, Pearson correlation, and multiple linear regression, while qualitative data were analyzed thematically. The findings revealed a strong positive relationship between parental SES and students' academic performance. Parents' income ( $r = 0.716$ ,  $p < 0.05$ ), educational attainment ( $r = 0.751$ ,  $p < 0.05$ ), and occupational status ( $r = 0.691$ ,  $p < 0.05$ ) significantly influenced students' academic outcomes. School support systems, including counseling and mentoring, moderated this relationship by improving performance among students from lower SES backgrounds, although performance disparities persisted in favor of students from higher SES families. The study concluded that parental SES was a significant determinant of academic performance, but effective school-based support mechanisms could partially reduce SES-related inequalities. The study recommended increased investment in bursaries and school feeding programs, enhanced parental education initiatives, flexible work arrangements for parents, and strengthened school support systems. Further research was recommended to examine longitudinal effects and rural–urban differences.

**CHAPTER ONE  
INTRODUCTION**

**1.0 Introduction**

This chapter presented the background of the study, the statement of the problem, the objectives of the study, the research questions and significance of the study, conceptual framework, and operational definitions, Justification of the study and the scope of the study.

**1.1 Background of the study**

**1.1.1 Historical Perspective**

Globally, extensive research has consistently shown a significant relationship between parents' socio-economic status (SES) and students' academic performance. Studies across different regions, including developed and developing countries, reveal that children from wealthier families generally perform better academically than those from lower-income backgrounds (Julius & Nancy, 2025c). This trend is attributed to several factors, including better access to educational resources such as books, private tutors, and technology, as well as a home environment that supports academic achievement through parental involvement, encouragement, and expectations (Glick & Hohmann-Marriott, 2020; Sirin, 2021). On the other hand, students from lower socio-economic backgrounds face multiple disadvantages, including inadequate access to learning materials, fewer academic support systems, and limited time and energy from parents who may be preoccupied with financial and work-related challenges (Julius & Nancy, 2025c). As a result, these students often struggle academically and are less likely to achieve high academic outcomes.

In the African context, the relationship between SES and academic performance is similarly profound. African nations, including Uganda, have observed the persistent impact of socio-economic disparities on education (Julius, 2025a). A study conducted by Aguti (2021) in Uganda indicated that students from wealthier families generally perform better in the Uganda Certificate of Education (UCE) examinations due to better financial and educational support from their parents (A. I. Kazaara & Desire, 2025). Parents with higher levels of education and income are better equipped to provide a conducive environment for learning, such as access to textbooks, extracurricular activities, and private tutoring (Julius & Kaazara, 2025). On the contrary, students from low-income families are often limited in their access to these resources, affecting their ability to perform well academically. Research by Asamoah (2022) in other African contexts has similarly found that socio-economic status strongly correlates with educational achievement, with children from low-income families facing challenges that significantly hinder their academic success (Julius & Nancy, 2025b).

In Uganda, the introduction of Universal Secondary Education (USE) in 2007 was a major initiative aimed at providing access to secondary education for all students, irrespective of their socio-economic background (Mark et al., 2023).

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However, despite the policy's success in increasing school enrollment, disparities in academic performance remain stark, largely due to socio-economic factors (Ntirandekura et al., 2022). Several studies have highlighted that students from higher-income families continue to perform better at the UCE level, as they have better access to educational support systems and resources. In contrast, students from lower-income families are often left behind, struggling with issues such as overcrowded classrooms, lack of learning materials, and insufficient parental support due to economic constraints (Basiita & Nalukenge, 2021). Furthermore, many students from poorer households may have to balance their studies with work to support their families, further detracting from their academic focus and performance. This disparity underscores the need for targeted interventions to address the unique challenges faced by these students.

Bushenyi District, located in southwestern Uganda, has a predominantly agricultural economy, with many families relying on subsistence farming for their livelihood. This economic structure often results in limited financial resources for families, which can affect their ability to support their children's education adequately (Nancy & Prudence, 2024). A large proportion of the population in Bushenyi lives below the poverty line, with limited access to basic services such as healthcare and education, which are critical for the academic success of students (Kareem, 2021). While specific research on Bushenyi District is limited, studies conducted in neighboring districts with similar socio-economic profiles suggest that students in Bushenyi face similar challenges, particularly those from low-income families (Julius, 2025b). Such students often lack access to educational resources like textbooks, computers, and private tutoring, which affects their academic performance (Nelson, 2024). Additionally, the relatively rural nature of the district may limit access to schools with better facilities and qualified teachers, further exacerbating the academic gap.

### **1.1.2 Theoretical Perspective.**

The study on parents' socio-economic status (SES) and academic performance was pinned by Bourdieu's Theory of Social Reproduction. This theory provided valuable insights into understanding how parental SES impacts students' educational outcomes, particularly in a Ugandan context such as Bushenyi District.

Pierre Bourdieu's Theory of Social Reproduction (Bourdieu, 2021) offered a more nuanced perspective by focusing on how social and cultural capital are passed down through generations, thus reproducing existing social structures. According to Bourdieu, parents' cultural and economic resources significantly shape their children's educational success. In this regard, parental SES is not only about financial capital but also about cultural capital, which includes values, attitudes, and behaviors conducive to academic success. Parents with higher education levels are more likely to instill the importance of education in their children, creating a home environment that promotes learning. Furthermore, Bourdieu argues that schools, as institutions, are not neutral but reflect and perpetuate the interests of the dominant classes, which further advantages students from wealthier families.

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Relevance to the study lied in the understanding that students from lower socio-economic backgrounds may lack the cultural capital necessary to navigate the educational system successfully. These students struggled with school norms, language, or expectations that are more easily understood by their peers from wealthier backgrounds (Anthony, Kazaara, Kazaara, et al., 2023). In the case of Bushenyi District, where many families relied on subsistence farming, the lack of exposure to academic-oriented cultural capital could negatively affect students' ability to perform well at the UCE level (Micheal et al., 2023). Applicability was evident in how Bourdieu's theory helps explain why children from less privileged backgrounds are more likely to encounter barriers in the educational system, which in turn affects their academic performance (Julius, 2024). However, critics of Bourdieu's framework, such as DiMaggio (2021), argued that the theory tends to overlook individual agency and the possibility of students overcoming the limitations imposed by their social background through resilience, school support, or alternative pathways.

### **1.1.3 Conceptual Perspective**

Parental SES was a multifaceted construct that encompasses various dimensions, including family income, the educational level of the parents, and the occupational status of the household head. These socio-economic elements provided a supportive foundation or create barriers to academic achievement (Oromo et al., 2023). SES was often considered a key determinant in educational success, especially in secondary school contexts like those in Bushenyi District, Uganda. In particular, the relationship between parental SES and students' performance in the Uganda Certificate of Education (UCE) is critical to understanding academic outcomes in Uganda's secondary education system (Julius, 2025a). The UCE exam, which is the gateway to higher education opportunities and professional careers, serves as a crucial indicator of student achievement. Academic performance, in the context of this study, refers to the results students obtain in these national exams (Victoria et al., 2023). The level of performance on the UCE exam is influenced by various factors such as the availability of academic resources, parental support, and the student's socio-economic background. Research has shown that students from families with higher SES are more likely to have access to resources such as textbooks, study materials, internet access, and extra-curricular learning opportunities, all of which can contribute to better academic outcomes (Nakashole, 2021). Conversely, students from lower SES families often face significant challenges that can hinder their academic performance, including financial constraints, lack of adequate study materials, and limited parental involvement due to work commitments or lack of education (Mulindwa & Lubega, 2022).

Family income, a core component of parental SES, is perhaps the most directly influential factor in shaping educational outcomes. Studies have consistently shown that higher family income correlates with better academic performance. For instance, in their study on the impact of parental income on educational achievement, Kiggundu and Kyeyune (2020) demonstrated that students from higher-income households generally perform better in their academic

endeavors, particularly in competitive exams like the UCE(Jac & Kazaara, 2023). This can be attributed to the fact that wealthier families are more likely to afford private tutors, extra learning materials, and a conducive learning environment at home, all of which enhance a student’s ability to perform well in exams. Conversely, students from lower-income households are often unable to access such resources, which can lead to lower academic performance and a higher likelihood of school dropout(Victor et al., 2023).

Parental education level was another critical factor in determining academic success. Parents with higher educational qualifications tend to value education more highly and are more likely to actively participate in their children’s academic lives(Julius, 2025a). Studies have shown that children of well-educated parents often have better academic performance because their parents understand the importance of schooling and provide more effective guidance and support(Godfrey et al., 2023). For example, students whose parents have post-secondary education are often more likely to perform better academically, as these parents are more likely to foster an academic-oriented home environment and provide intellectual and emotional support (Baryahwaho & Nsubuga, 2021). In contrast, children of parents with lower education levels may lack academic guidance at home, which can result in poorer performance in school, as they might not fully understand the challenges their children face in navigating the educational system (Muwanguzi, 2022).

Moreover, the occupation of parents also played a substantial role in shaping students' academic performance. Parents with professional or managerial jobs generally provide a more stable financial environment and are able to invest more in their children’s education, whether it’s through providing access to quality schools, private tutoring, or additional educational opportunities(Gracious, 2023). On the other hand, parents in low-income or informal sector jobs may face job insecurity and financial instability, which can affect their ability to support their children's education (Julius, 2025a). Such families might also be less likely to engage in their children’s schooling, as they often work long hours and struggle with basic financial needs, which can negatively impact students' motivation and academic outcomes (Kamukama & Ntale, 2022).

The link between occupational status and academic performance was thus significant, as it directly influenced the resources available to the family and indirectly affects the amount of time and attention parents can devote to their children's education. The influence of socio-economic factors on educational outcomes in Bushenyi District is particularly important to explore because disparities in academic achievement between schools and regions are often linked to differences in socio-economic status. For instance, a study on secondary schools in western Uganda found that schools in economically disadvantaged areas tended to perform poorly in UCE exams compared to schools in wealthier areas. In 2021, Bweranyangi Girls' School, located in a more affluent part of Bushenyi District, recorded a pass rate of 96.5%, while other schools in economically marginalized areas had pass rates as low as 30% (A. I. Kazaara

& Desire, 2025). Such disparities highlight the critical role of parental SES in shaping educational outcomes (Uganda National Examination Board, 2022). This trend reflects the broader national picture where schools serving students from higher SES backgrounds often have more resources, better facilities, and more experienced teachers, all of which contribute to higher academic achievement.

#### **1.1.4 Contextual Perspective**

Bushenyi District, located in the western region of Uganda, was a district characterized by both urban and rural communities, which results in a diverse socio-economic landscape. The district was primarily known for its agricultural activities, with coffee and maize being the principal crops, alongside small-scale trade and services. Over the past few decades, there has been some socio-economic development in the district, particularly in urban centers like Bushenyi Town, which has contributed to a gradual shift towards a more diversified economy. However, despite these advancements, Bushenyi still faces significant socio-economic challenges, especially in rural areas where poverty levels remain relatively high (Uganda Bureau of Statistics, 2020).

This socio-economic variability within Bushenyi District played a critical role in shaping the educational experiences and academic outcomes of students. The district's public secondary schools reflect this diversity, with some schools serving students from affluent families, while others cater to students from economically disadvantaged backgrounds. The socio-economic status (SES) of parents, which encompasses factors such as family income, parental education level, and occupational status, has a profound impact on students' academic performance, especially in high-stakes examinations like the Uganda Certificate of Education (UCE). Research has shown that the socio-economic disparities in Uganda, including Bushenyi, significantly affect students' academic achievement (Baryahwaho & Nsubuga, 2021).

In Bushenyi District, the disparity between urban and rural areas was a key factor that affects the academic performance of students. In urban areas like Bushenyi Town, students often come from families with relatively higher SES. These families typically have better access to resources, including quality education, extracurricular activities, and modern technologies that support learning. Additionally, the parents in these areas are often better educated and more likely to be employed in formal sectors, which enables them to provide a more conducive learning environment for their children. This advantage is reflected in the academic performance of students in urban schools, where UCE pass rates tend to be higher. Schools like Bushenyi Secondary School, located in the town, often report better results due to the higher SES of the students' families (Kiggundu & Kyeyune, 2020).

In contrast, schools located in the rural parts of Bushenyi District face numerous challenges that hinder academic performance. In these areas, families are often engaged in subsistence farming and may have limited access to stable income or employment. The parents in these rural settings may have lower educational levels and are often engaged in informal or agricultural work, which may limit their ability to provide academic support to their children. The lack

of financial resources also means that students in these areas are less likely to afford private tutoring, textbooks, or access to the internet, which are essential for academic success in the modern educational environment. As a result, students in rural schools tend to face a greater number of academic challenges, which are reflected in their performance in UCE exams. Schools such as those in the rural sub-counties of Nyakabirizi and Kakanju often report lower pass rates compared to their urban counterparts, reflecting the socio-economic struggles of the families in these regions (Muwanguzi, 2022).

The socio-economic disparities between urban and rural areas in Bushenyi District are not just confined to differences in income or parental education. Rural areas often lack the necessary educational infrastructure, including modern classrooms, libraries, and laboratories, which can hinder the quality of education provided to students. Moreover, many schools in rural parts of the district struggle with teacher shortages and inadequate training for staff, further exacerbating the challenges faced by students. This lack of resources and support contributes significantly to the lower academic performance observed in rural schools in Bushenyi District (Kamukama & Ntale, 2022).

A key issue in Bushenyi District is the high level of poverty in many rural communities. According to the Uganda Bureau of Statistics (2020), poverty levels in rural areas of western Uganda, including Bushenyi, are higher than the national average. In 2020, nearly 30% of the population in Bushenyi District was living below the poverty line, and many households struggle with basic needs such as food, healthcare, and education. This economic hardship has a direct impact on students' academic performance, as the stress associated with financial insecurity can affect both the mental well-being of students and their ability to focus on their studies. In such environments, academic failure often becomes a result of the lack of proper support systems and the constant struggle for survival (Baryahwaho & Nsubuga, 2021).

The educational outcomes in Bushenyi are also influenced by the broader context of Uganda's education system, which faces challenges such as overcrowded classrooms, insufficient teaching materials, and inadequate school infrastructure. These issues are more pronounced in rural areas, where schools often receive fewer resources from the government. As a result, the gap between schools in urban and rural areas in Bushenyi District continues to widen, with urban students having access to better educational facilities and more learning opportunities. According to the Uganda National Examination Board (2022), rural schools, including those in Bushenyi, often report poorer academic performance compared to urban schools, underscoring the influence of socio-economic factors on student achievement.

### **1.2 Problem Statement**

In Uganda, several national initiatives have been implemented to address the disparities in academic performance linked to parental socio-economic status, particularly at the Uganda Certificate of Education (UCE) level (Julius & Nancy, 2025a). The introduction of the Universal Secondary Education (USE) policy in 2007 and the Education Sector

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Strategic Plan (ESSP) have aimed to improve equitable access to quality education by reducing financial barriers for low-income families and promoting inclusive learning environments (MoES, 2019). Empirical studies, such as those by Okumu et al. (2020) and Nabushawo & Wamala (2018), have consistently shown that students from higher socio-economic backgrounds perform better in national examinations due to access to enriched learning resources, supportive home environments, and private academic support. In response, many public secondary schools have adopted mechanisms such as bursaries, remedial lessons, mentorship programs, and parental engagement strategies to support students from less privileged households (Julius & Kazaara, 2025).

Despite efforts to improve educational access in Uganda, significant disparities in academic performance remain, particularly between students from different socio-economic backgrounds (Julius & Kazaara, 2025). The socio-economic status of parents, including their income levels, educational attainment, and occupational status, plays a crucial role in shaping the academic outcomes of students at the Uganda Certificate of Education (UCE) level (Anthony, Kazaara, & Kazaara, 2023). Students from wealthier families typically perform better in academic exams due to better access to learning resources, a supportive home environment, and the ability to afford extra-curricular academic support. In contrast, students from lower socio-economic backgrounds face challenges such as inadequate learning materials, poor study environments, and limited parental involvement due to financial constraints (Julius & Kaazara, 2025). This gap in knowledge hinders the development of localized educational policies and interventions tailored to addressing the specific needs of students from different socio-economic backgrounds (Julius, 2025a). Therefore, this study aims to investigate the impact of parents' socio-economic status on students' academic performance at UCE in selected public secondary schools in Bushenyi District, with a focus on the moderating role of school support systems.

### **1.3 General Objective.**

The general objective of the study was to examine the relationship between parents' socio economic status and the academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda

#### **1.3.1 Specific Objectives**

- (i) To examine the relationship between parents' income and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.
- (ii) To assess the relationship between parents' educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.
- (iii) To determine relationship between parents' occupational status and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.

(iv) To assess the moderating role of school support systems on the relationship between parents' socio-economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District.

### **1.3.2 Research Hypotheses**

Ho: 1 There is no statistical relationship between parents' income levels and the academic performance of students at UCE in selected public secondary schools in Bushenyi District?

Ho: 2 There is no statistical relationship between parents' educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District?

Ho: 3 There is no statistical between parents' occupational status and the academic performance of students at UCE in selected public secondary schools in Bushenyi District?

Ho: 4 The school support systems has no statistical relationship between parents' socio-economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District?

### **1.4 Significance of the study**

- **Students**

The findings of this study significantly benefited students by creating awareness about the role their families' socio-economic status plays in shaping their academic performance. Many students were unaware that factors such as family income, parents' education level, and parents' occupation can influence their access to learning materials, quality of study environments at home, and even their emotional readiness for academic work. By understanding these underlying influenced, students, particularly those from less privileged families, may be motivated to seek alternative forms of academic support. These included participating actively in school-based programs such as extra lessons, holiday classes, or joining peer study groups that offer collaborative learning opportunities. Moreover, the study encouraged students to engage with mentorship programs where teachers and senior students provide guidance and motivation. Ultimately, this awareness can empower students to take proactive steps towards improving their academic performance, even when facing socio-economic challenges.

- **Parents and Guardians**

The study offered parents and guardians valuable insights into how their socio-economic characteristics directly and indirectly impact their children's educational achievements. Specifically, it highlighted the importance of parental income in providing learning resources, the role of educational attainment in shaping attitudes toward education, and the influence of occupational status in modeling work ethic and aspirations. These findings sensitized parents to the idea that their engagement in their children's education goes beyond financial provision; emotional support, encouragement, setting academic expectations, and creating a conducive home learning environment are equally critical. Parents with limited financial means were understood that even without substantial resources, their involvement in academic discussions, homework supervision, and motivation can significantly boost their children's

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academic prospects. In this way, the study promoted stronger parent-child academic relationships, fostering environments that support educational success despite socio-economic limitations.

- **School Administrators and Teachers**

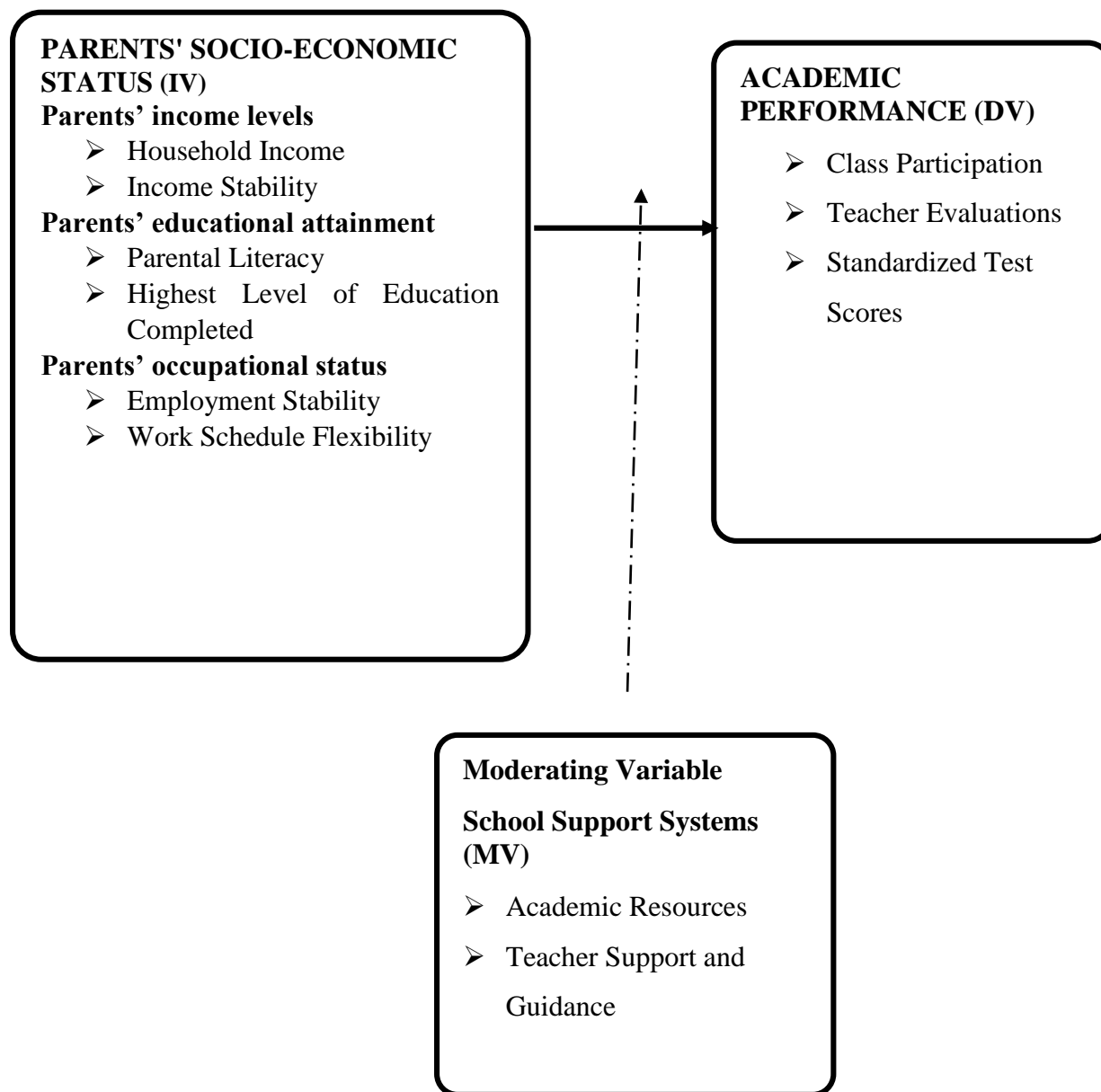
For school administrators and teachers, the study’s findings offered a clearer understanding of the different socio-economic realities faced by students within their schools. This understanding is crucial for developing targeted interventions to ensure that no student is left behind due to financial or social disadvantages. Specifically, the study informed schools about the need to establish or strengthen programs such as remedial classes for struggling students, merit- and need-based scholarship schemes, psychosocial counseling services to support emotionally stressed learners, and structured mentorship programs. Furthermore, the study’s emphasis on the moderating role of school support systems provided evidence-based justification for schools to advocate for increased funding and resources to expand these programs. It encouraged administrators to create inclusive policies and practices that bridge socio-economic disparities among students, ultimately leading to improved overall school performance and student well-being.

- **Policy Makers and Government Agencies**

At the district, regional, and national levels, the findings of this study provided critical empirical evidence for policymakers and government agencies tasked with overseeing education. Understanding the connection between parental socio-economic factors and student academic outcomes was a guide to the creation of more targeted, equitable education policies. Policymakers were equipped with data supporting the expansion of financial assistance programs such as subsidies, bursaries, and scholarships tailored to economically disadvantaged students. Additionally, the study informed the development of broader initiatives such as school feeding programs, textbook provision schemes, and enhanced community engagement activities aimed at involving parents in the educational process. Importantly, by shedding light on the role of school support systems in moderating socio-economic challenges, the study contributed to the design of comprehensive education reforms that not only address affordability but also promote inclusive, supportive, and resource-rich school environments across Uganda.

1.5 Conceptual Framework

Figure 1: Conceptual Framework



Source: Adapted from; Allen, R., Hemming, R., & Potter, B. H. (2013) and modified by the researcher, 2025  
The conceptual framework explained the relationship between Parents' Socio-Economic Status (IV) and Academic Performance (DV), with School Support Systems (MV) acting as a mediating variable. Parents' socio-economic status was broken down into three key dimensions: income levels, which include household income and income stability;

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educational attainment, including parental literacy and the highest level of education completed; and occupational status, measured by employment stability and work schedule flexibility (Julius, 2025a). These socio-economic factors significantly influenced a child's academic performance, reflected through their division placements and Class Participation (Lydia et al., 2023). Furthermore, School Support Systems, such as academic resources and teacher support and guidance, played a crucial mediating role by providing the necessary environment and assistance that may help mitigate or enhance the effects of socio-economic status on academic outcomes.

### **1.6 Scope of the Study.**

The scope of the study was covered and explained basing on the following perspectives so as to show the following coverage:

#### **1.6.1 Content Scope.**

The study focused specifically on examining the relationship between parents' socio-economic status and the academic performance of students sitting for the Uganda Certificate of Education (UCE) examinations in selected public secondary schools in Bushenyi District, Uganda. It analyzed key aspects of socio-economic status, namely parents' income levels, educational attainment, and occupational status, and how each of these factors individually and collectively impacts students' academic outcomes. Furthermore, the study explored the moderating role of school support systems, including academic counseling, remedial programs, scholarship opportunities, and mentorship initiatives, in either strengthening or weakening the relationship between parents' socio-economic backgrounds and students' academic performance. The primary outcome variable of interest were the students' UCE results, as measured by their scores and division placements, and the analysis was restricted to variables directly relevant to socio-economic conditions and school support interventions within the public education system.

#### **1.6.2 Time Scope**

The study was conducted over a five-month period, from May 2025 to September 2025. The first month, May, focused on preliminary activities such as reviewing existing literature, developing data collection tools, and securing ethical clearance and research approvals from relevant authorities. In June, the researcher carried out a pilot study to refine the research instruments, followed by the actual data collection in selected public secondary schools across Bushenyi District. The month of July was allocated for data entry, cleaning, and initial analysis, while August was dedicated to comprehensive data analysis, interpretation of results, and drafting of the research report. The final month, September, involved finalizing the report and disseminating the findings. This study was particularly relevant as it focused on the period between 2019 and 2024, when socio-economic disparities among parents became more pronounced due to economic shocks, including the aftermath of the COVID-19 pandemic, which significantly impacted household incomes, access to learning resources, and ultimately, students' academic performance at the UCE level.

### **1.6.3 Geographical Scope**

Geographically, the study was confined to Bushenyi District, which is located in the western region of Uganda. Bushenyi District lied within the latitudes of 0°32' South to 0°46' South and longitudes of 30°11' East to 30°24' East. The district is situated at an altitude ranging between approximately 910 meters to 2,400 meters above sea level, featuring a combination of flat lands and hilly terrains conducive for agricultural and educational activities. Bushenyi was borders to the south with Ntungamo District, to the west with Mitooma District, to the east with Sheema District, and to the north with Buhweju District. The study specifically selected public secondary schools from different sub-counties within Bushenyi to ensure representation of both urban and rural socio-economic dynamics within the district. This localized focus allowed for an in-depth exploration of the contextual socio-economic factors influencing students' academic outcomes in this particular setting.

### **1.7 Justification of the study**

The academic performance of students at the Uganda Certificate of Education (UCE) level was a critical benchmark that significantly influences future educational trajectories and career opportunities (Muwonge, 2020). While performance at this level was shaped by various interrelated factors, parental socio-economic status (SES) including income level, educational attainment, and occupational class has been increasingly recognized as a key determinant (Egalite, 2016; Okumu et al., 2020). Despite the Government of Uganda's commitment to promoting equity in education through policies such as Universal Secondary Education (USE), stark disparities in academic achievement persist across socio-economic divides. This underscored the continued influence of parental SES on learners' academic outcomes, as students from higher SES households often benefit from access to private tutoring, better learning environments, and emotional support (UNESCO, 2022).

This study was therefore justified as it sought the relationship between parental SES on academic performance at the UCE level within the context of Bushenyi District a semi-rural area where socio-economic inequalities are particularly evident but under-researched. While prior studies such as those by Byaruhanga (2013) and Nabushawo & Wamala (2018) have explored SES and academic performance in urban settings like Kampala and Wakiso, there remains a notable gap in localized, district-level investigations in rural Uganda. This study contributed to bridging this conceptual and contextual gap by generating empirical evidence from a district characterized by a mixture of relatively affluent and economically disadvantaged households, providing a more nuanced understanding of how socio-economic variations affect academic achievement.

Moreover, this study introduced school support systems such as remedial classes, guidance and counseling, mentorship, and bursaries as a moderating variable, offering a more comprehensive analysis of the mechanisms through which schools can either alleviate or reinforce socio-economic disadvantages (Sirin, 2005; Nyagosia, 2011).

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This theoretical approach was grounded in Bronfenbrenner’s ecological systems theory, which emphasizes the interplay between individual, family, and institutional environments in shaping educational outcomes. Understanding this moderating effect was vital for educators and policymakers who must design context-specific strategies to close the achievement gap. The findings from this study was valuable to multiple stakeholders. Students understood the socio-economic factors shaping their learning experiences, while parents were sensitized to the importance of both economic and non-material support. Schools and administrators were gain evidence-based insights for strengthening support structures, and policymakers were equipped with localized data to guide the implementation of targeted interventions, such as scholarship schemes, community-based learning support, and parental engagement programs (World Bank, 2019; MoES, 2021). Overall, this study contributed to national and regional efforts to enhance educational equity and improve learning outcomes across socio-economic divides.

### **1.8 Operational definitions of key words**

#### **Parents’ Socio-Economic Status**

This referred to the social and economic standing of a student's parents, measured by their income levels, educational attainment, and occupational status. In this study, it captured how these three factors influence the resources, opportunities, and support parents can provide toward their child’s education.

#### **Income Level**

This denoted the total earnings or financial resources available to the household, categorized into low, medium, or high income. It was considered a critical indicator of the ability to afford school-related expenses such as tuition, learning materials, and extra academic support.

#### **Educational Attainment**

Educational attainment referred to the highest level of formal education completed by the parent, ranging from no formal education to primary, secondary, or tertiary education. It reflected the parents' capacity to academically support and motivate their children.

#### **Occupational Status**

Occupational status described the nature and prestige of the parents’ employment, categorized into unskilled labor, semi-skilled jobs, skilled professional jobs, and unemployment. It indicated the social class and economic stability of the family.

#### **Academic Performance**

Academic performance referred to the measurable academic achievement of students based on their Uganda Certificate of Education (UCE) examination results. In this study, it was operationalized through students’ scores, aggregates, and division rankings (Division 1, 2, 3, 4, or Fail) as officially recorded by UNEB.

#### **School Support Systems**

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School support systems were the various programs, services, and interventions offered within the school to assist students academically, socially, and emotionally. These include remedial classes, counseling services, mentorship programs, scholarships, and provision of learning materials.

**CHAPTER TWO  
LITERATURE REVIEW**

**2.0 Introduction**

This chapter presented a critical review of literature on the topic under study guided by the objectives. This was divided into three parts of theoretical review and empirical review and literature gaps.

**2.1 Theoretical Review.**

The influence of parents' socio-economic status (SES) on academic performance was underpinned by Bourdieu's Theory of Social Reproduction (2021). The theory offered a more nuanced understanding of how social and cultural capital are transmitted from one generation to the next, reinforcing existing social structures and inequalities. According to Bourdieu, social reproduction occurs when the values, behaviors, and resources of higher socio-economic groups are passed down to children, ensuring that these children remain part of the dominant social class. In this framework, SES is not solely about financial capital but also about cultural capital, which includes knowledge, attitudes, and behaviors that foster academic success. Parents with higher educational attainment are more likely to emphasize the importance of education, fostering a home environment that is conducive to learning and supporting their children's academic endeavors. These parents often instill values such as discipline, the importance of hard work, and educational ambition, which are critical for academic achievement.

Furthermore, Bourdieu argues that the educational system itself is not neutral; it reflects and perpetuates the values and interests of the dominant classes. Schools, in this sense, are spaces where the cultural capital of wealthier families are validated and rewarded, while students from lower socio-economic backgrounds may struggle to conform to the expectations and norms of the educational system. In the context of Bushenyi District, many families, particularly in rural areas, rely on subsistence farming and may not have the same exposure to the cultural practices and values that are highly valued in the educational system. This lack of exposure to cultural capital may hinder students' ability to perform well at the UCE level. For instance, children from rural, low-SES families may lack the language skills, academic-oriented behaviors, and learning strategies that are more common in higher-SES households. As a result, they may encounter greater barriers to academic success, which can perpetuate the cycle of social inequality.

The relevance of Bourdieu's theory to this study lies in its ability to explain why children from lower socio-economic backgrounds in Bushenyi District may experience disadvantages in their academic performance. These students may struggle to meet the cultural expectations of the educational system, leading to lower academic achievement. Bourdieu's theory also helps contextualize the role of schools as institutions that reinforce existing class structures, making it more difficult for students from disadvantaged backgrounds to break free from the cycle of poverty. However, critics of Bourdieu's framework, such as DiMaggio (2021), argue that his theory tends to overlook

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individual agency. In particular, DiMaggio asserts that Bourdieu’s model does not adequately account for the possibility of students overcoming socio-economic barriers through resilience, school support, or alternative pathways. While Bourdieu emphasizes the role of structural forces in shaping educational outcomes, critics argue that students’ individual efforts and the availability of supportive educational environments can also play a significant role in mitigating the impact of their socio-economic backgrounds.

In my view, while this theory provides essential frameworks for understanding the relationship between parental SES and academic performance, it is important to consider the complex interplay of social, cultural, and individual factors that contribute to educational outcomes. Bourdieu’s Theory of Social Reproduction offer valuable insights into how SES affects students’ access to resources and opportunities. However, it is crucial to also acknowledge the potential for individual agency, community support, and the role of educational institutions in mitigating the effects of socio-economic disparities. The current study, therefore, seeks to explore these dynamics within the context of Bushenyi District, considering both the structural and individual factors that influence academic success.

## **2.2 Conceptual review**

### **Academic Performance**

Academic performance, commonly measured through standardized test scores and school grades, was influenced by multiple factors, among which parental socio-economic status (SES) played a significant role. Previous studies consistently demonstrated that variations in parents’ income, education, and occupation shaped students’ access to learning resources, educational opportunities, and overall academic outcomes across different socio-cultural contexts(Christopher et al., 2022).

Studies reviewed indicated that parental income significantly affected students’ academic performance through access to learning materials, private tutoring, and conducive home learning environments. Okumu et al. (2023), in a study conducted in Kenya, found that students from higher-income families performed better in core subjects such as mathematics and English than those from lower-income backgrounds. The study showed that wealthier parents were able to finance supplementary instruction, provide better study facilities, and support school-related activities, thereby enhancing academic achievement(A. G. Kazaara & Nelson, 2024). These findings were consistent with Social Capital Theory, which emphasized the role of financial and social resources in educational success(A. I. Kazaara & Desire, 2025). However, the study gave limited attention to individual student resilience and motivation, which could enable learners from lower-income households to perform well when adequate institutional support was provided (DiMaggio, 2021).

Parental educational attainment and occupational status were also found to influence academic performance by shaping parents’ engagement with schooling and their expectations of academic success. Okoth and Mugisha (2022),

in a Ugandan urban context, reported that students from highly educated and professionally employed families were more likely to access private schools with superior infrastructure, qualified teachers, and extracurricular programs (Amos et al., 2024). This advantage translated into improved academic outcomes compared to students from lower SES families attending under-resourced public schools (Anthony, Kazaara, Kazaara, et al., 2023). However, the study largely focused on urban settings and did not sufficiently examine rural contexts such as Bushenyi District, where livelihoods were predominantly based on subsistence farming and access to private schooling was limited.

The reviewed studies suggested that SES-related academic disparities were not solely determined by family background but could be moderated by school-level interventions. While Okoth and Mugisha (2022) implicitly assumed that private schooling yielded better outcomes, this assumption was not universally applicable, particularly in contexts where government initiatives sought to improve public education quality (Julius & Audrey, 2025). Furthermore, limited attention was given to the role of public schools in supporting students from lower SES backgrounds through counseling, mentoring, and academic support programs, which could potentially reduce performance gaps.

### **2.3. Parents' income and the academic performance of students at UCE in selected public secondary schools in Bushenyi District**

A study conducted by Kigozi et al. (2022) in Uganda explored how parental income levels influenced academic performance in urban secondary schools. The study found that students from higher-income families generally performed better in academic exams due to their access to quality resources, such as private tutoring, better learning environments, and educational materials like books and computers (Christopher & Shamirah, 2025). High-income families are also more likely to enroll their children in private schools that offer a higher standard of education, which includes more qualified teachers and better facilities. In contrast, students from lower-income households were found to perform poorly due to limited access to these resources. This finding reinforces the well-established connection between parental income and academic performance. However, while the study highlights the role of financial resources in shaping academic success, it could be critiqued for oversimplifying the issue. It fails to consider other critical factors such as student motivation, school support systems, and individual resilience, which may enable students from low-income backgrounds to overcome some of the barriers posed by their socio-economic status (SES).

Similarly, a study by Tumwine (2021) on parental income and academic performance in rural Uganda identified a significant gap between the performance of students from high-income families and those from low-income backgrounds. Students from wealthier families were more likely to attend schools that could afford essential resources, such as textbooks, science laboratories, and extracurricular activities. These resources, in turn, enhanced their overall academic performance. The study also highlighted the correlation between parental income and the ability to provide

a conducive learning environment at home, such as quiet study areas, access to books, and internet services. This finding aligns with the argument that parental income not only determines the ability to pay for education but also influences the home environment, which plays a crucial role in shaping academic performance. However, while Tumwine’s study contributes to understanding the relationship between parental income and academic performance, it overlooks the potential for schools to support students from lower-income families, particularly in the context of rural districts like Bushenyi. The study did not adequately examine the role of government interventions, which could mitigate some of the challenges faced by low-income students, especially in public schools.

Bourdieu’s Theory of Social Reproduction (Bourdieu, 2021) provides an insightful framework for understanding how parental income levels can affect academic achievement. According to Bourdieu, the economic resources that parents have access to not only influence the material conditions in which children live but also determine the cultural capital they pass on. Children from higher-income families are more likely to inherit cultural and educational values that align with the expectations of the school system, thus increasing their chances of academic success. For instance, parents with higher income levels tend to have higher education themselves, which enables them to support their children’s learning and instill academic values. Bourdieu’s theory emphasizes that educational success is not only about financial resources but also about the cultural and social capital embedded in family backgrounds. This is particularly relevant in the context of Uganda, where schools, especially in rural districts like Bushenyi, are still grappling with limited resources. The theory suggests that students from lower-income families may struggle to meet the cultural expectations of schools, such as familiarity with academic language, behaviors, and norms, which could affect their academic performance.

However, while Bourdieu’s Theory provides valuable insights, it has faced criticism for being overly deterministic. Critics argue that it places too much emphasis on the limitations imposed by socio-economic status and overlooks the agency of individual students in overcoming these barriers. For example, a study by Lwanga (2022) challenged Bourdieu’s deterministic view by showing that despite coming from lower-income households, some students in Uganda had managed to excel academically due to personal resilience, strong community support, and the influence of mentors. These findings suggest that while parental income levels undoubtedly affect academic performance, students from lower-income backgrounds can still succeed if they have access to supportive environments, both inside and outside of school.

Another critical piece of literature by Musoke and Kato (2022) on the role of parental income in rural Uganda demonstrated how income disparities significantly impact access to educational resources, with students from higher-income families outperforming their peers. The study, focusing on rural districts like Bushenyi, noted that students from wealthier families were better equipped to deal with challenges such as the lack of school infrastructure, limited

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teaching materials, and inadequate school facilities. This income-based divide often results in a widening achievement gap between students from different socio-economic backgrounds. However, the study did not consider the role of policy initiatives that may help bridge the gap, such as the provision of government-sponsored educational programs and scholarships aimed at improving access to quality education for lower-income students. In this context, one could argue that the findings highlight the limitations of the current education system but overlook the potential of policy interventions that could mitigate these disparities.

Moreover, a study by Nyanzi et al. (2023) in Uganda examined the influence of parental income on academic outcomes and identified that students from low-income families often lacked the educational support at home, such as help with homework, access to computers, or quiet spaces for studying. This lack of academic support further contributed to the students' poor performance. Interestingly, the study found that parental income alone did not entirely explain academic success; rather, the combination of parental involvement and socio-economic status played a more significant role in shaping students' academic outcomes. This finding is important as it suggests that the role of parents is not only about providing financial resources but also about being actively engaged in the academic development of their children. However, the study did not account for the role of teachers and school systems, which can provide essential support to students, particularly those from disadvantaged backgrounds.

A study conducted by Tusingwire (2021) in Bushenyi District specifically addressed the local context, revealing that students from low-income families often struggled with the high costs of secondary education, including school fees, uniforms, and transport, which affected their academic performance. The study indicated that while some students managed to perform well despite these challenges, many others faced difficulties related to absenteeism, lack of study materials, and inadequate preparation for exams. This underscores the significant impact of parental income on academic success, particularly in a rural district like Bushenyi. However, the study could have further explored the role of community initiatives and support systems that could help alleviate some of these challenges. Furthermore, while the study identified the link between income and academic performance, it did not address the ways in which schools or local authorities could intervene to reduce the impact of income disparities.

#### **2.4 Parents' educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District**

Parental educational attainment has long been recognized as one of the most influential socio-economic factors affecting the academic performance of students. The relationship between parents' education and their children's educational outcomes is a subject of extensive research, with numerous studies indicating that parents' educational levels significantly shape their children's academic success. In particular, the influence of parents' educational attainment has been found to manifest through multiple channels, including the availability of academic support at home, the values parents place on education, and the access to educational resources. This literature review explores

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the connection between parents' educational levels and the academic performance of students, specifically focusing on the Ugandan context, with particular emphasis on Bushenyi District.

A study conducted by Kato and Tumwine (2022) in Uganda found that students whose parents had higher educational qualifications tended to perform better in their studies compared to their peers from less educated families. The study highlighted that educated parents were more likely to create a supportive learning environment at home by assisting with homework, emphasizing the importance of education, and providing a quiet space for study. These parents were also more likely to have the cultural capital needed to support their children's academic success. Additionally, the study showed that parents with higher educational attainment were more likely to engage in school-related activities, such as attending parent-teacher meetings and advocating for their children's educational needs, which further contributed to their children's academic success. However, while the study emphasized the positive impact of parental education, it could be critiqued for not considering the possible limitations of highly educated parents, such as their potential unavailability due to work commitments or lack of time to devote to their children's education.

Similarly, a study by Mugisha et al. (2021) on parental educational attainment and student performance in secondary schools in Uganda highlighted that students whose parents had attained at least secondary education consistently outperformed their peers whose parents had lower education levels. The study attributed this to the fact that educated parents were more likely to have a greater understanding of the education system, which allowed them to provide guidance, monitor academic progress, and advocate for better school conditions for their children. This finding supports the notion that parental education level acts as a form of cultural capital, providing children with an advantage in terms of navigating the educational system. Despite these important insights, the study had a limitation in its scope, focusing only on urban schools, which may not accurately reflect the situation in rural districts like Bushenyi, where access to education and parental support systems can differ considerably.

Another relevant study by Lwanga et al. (2022) explored the relationship between parental education and student academic achievement in rural Uganda. The findings confirmed that children of parents with higher educational levels were more likely to perform well academically, as these parents were able to provide more support at home, including helping with assignments and fostering an academic-oriented environment. Furthermore, parents with higher education levels were better able to interact with teachers and school administrators to ensure that their children received adequate educational resources and opportunities. However, the study did not sufficiently address the broader structural challenges that might influence academic performance, such as school infrastructure, teacher quality, and the availability of learning materials, which may not be directly related to parental education but still play a crucial role in determining student success.

In addition to the theoretical perspectives, a study by Nyanzi and Kigozi (2023) examined the impact of parents' educational attainment on academic performance specifically in Bushenyi District. The study found that students whose parents had attained at least a secondary level of education performed significantly better in their Uganda Certificate of Education (UCE) exams. This was attributed to the fact that educated parents were more likely to be involved in their children's education, both at home and at school. These parents were also better equipped to support their children's learning needs, providing access to supplementary learning resources, such as textbooks, computers, and additional tutoring. However, the study also pointed out that the positive impact of parental education on academic performance was not uniform across all students, as factors such as teacher quality, school resources, and individual student motivation also played a crucial role in academic success. This suggests that while parental education is a significant factor, it interacts with other variables that need to be taken into account when assessing academic performance.

While these studies provide valuable insights into the relationship between parental educational attainment and student performance, there are some limitations that must be addressed. For example, many studies tend to focus solely on the availability of parental educational support, without considering the broader context in which this support occurs. For instance, parents who are highly educated may still face challenges in providing academic support if they lack financial resources, time, or access to the necessary educational materials. A study by Tumwine and Ssebagala (2021) in Bushenyi District emphasized this point by showing that even highly educated parents in rural areas often struggled to support their children's academic success due to factors such as poverty, inadequate infrastructure, and lack of access to quality educational resources. This study suggests that the impact of parental education is not solely determined by the level of education attained, but also by the broader socio-economic and institutional context in which students and their families operate.

### **2.5 Parents' occupational status on and the academic performance of students at UCE in selected public secondary schools in Bushenyi District**

The influence of parents' occupational status on the academic performance of students has garnered significant attention in educational research, particularly in understanding how the socio-economic background of a family shapes children's educational outcomes. The occupational status of parents is considered a key component of their socio-economic status (SES), which directly affects their ability to provide academic support and resources to their children. The literature indicates that parental occupational status can influence a child's academic success in various ways, including the ability to afford educational materials, the provision of an intellectually stimulating environment at home, and the level of involvement parents have in their children's schooling. This review aims to explore the relationship between parents' occupational status and academic performance, with a focus on secondary school students in Bushenyi District, Uganda.

A study conducted by Opio and Kato (2021) in Uganda found a strong correlation between parental occupational status and students' academic performance at the Uganda Certificate of Education (UCE) level. Their research showed that students whose parents held higher-status occupations, such as professionals, managers, or entrepreneurs, tended to perform better in their studies compared to those whose parents were engaged in lower-status occupations, such as subsistence farming or unskilled labor. This finding was attributed to the fact that parents with higher occupational status often have more financial resources, greater access to educational support systems, and a higher level of education themselves, all of which contribute to a more conducive learning environment at home. Parents in higher-status occupations were also found to be more involved in their children's academic lives, attending school meetings and supporting extra-curricular activities, which further reinforced their children's academic success. While this study provides valuable insights, it can be critiqued for not exploring how other factors, such as teacher quality or school resources, may influence the relationship between parental occupational status and academic performance.

Similarly, a study by Namyalo et al. (2022) examined the impact of parents' occupational status on students' academic achievement in Uganda. The study found that children of parents in high-status occupations were more likely to have access to learning resources, such as books, computers, and tutors, which contributed to their academic success. The study also highlighted that these parents were more likely to prioritize education, creating an environment where academic success was highly valued. However, the study also noted that the impact of parental occupation on academic performance was not solely dependent on the occupation itself but also on the parents' level of education and the overall socio-economic context. While the study underscores the importance of parental occupational status, it could be criticized for not adequately addressing how other factors, such as the students' individual motivation and community support, play a role in academic outcomes.

A study by Wamala and Nsubuga (2022) explored the relationship between parents' occupational status and academic performance among students in Bushenyi District, Uganda. The study found that children whose parents held skilled or professional jobs performed significantly better than those whose parents were engaged in manual labor or agriculture. The research indicated that parents in higher-status occupations were more likely to engage with their children's schooling, providing not only material support but also emotional encouragement and guidance. These parents also had better access to information about the education system, which allowed them to make informed decisions about their children's academic progression. However, the study did not sufficiently consider the role of external factors such as school infrastructure, teacher effectiveness, or access to educational resources, which are equally important in determining academic success.

In a related study by Nyanzi and Kigozi (2023), the authors examined how parents' occupational status affected student performance in rural secondary schools in Uganda, including those in Bushenyi District. The study found that students

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whose parents were in high-status occupations performed better academically, but it also identified that the difference in academic performance between students from high-status and low-status occupational backgrounds was not always as pronounced as expected. This was attributed to the fact that while parental occupational status provides access to material resources, other factors such as the students' intrinsic motivation, the quality of teachers, and the school's overall learning environment played a crucial role in shaping academic outcomes. The study also pointed out that some students from lower-status occupational backgrounds were able to perform well despite their parents' limited resources, highlighting the complex interaction of factors influencing academic achievement. One limitation of this study, however, was its reliance on self-reported data, which may have led to biases in the way respondents perceived the influence of their occupational status on their children's education.

Further research by Opio and Lubega (2021) reinforced the findings that parental occupational status had a direct influence on academic performance, particularly for students in urban and peri-urban areas. The study concluded that high-status occupational parents were more likely to offer both financial and emotional support, facilitating their children's success in secondary education. The study, however, did not explore the inter-sectionality of various socio-economic factors, such as income level, educational attainment, and community support, which may have mediated the relationship between parents' occupational status and academic performance. Critics of the study noted that the focus on occupational status alone neglects the multi-dimensional nature of socio-economic status and its cumulative effect on student outcomes.

### **2.6 The moderating role of school support systems on the relationship between parents' socio- Economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District**

The academic performance of students is influenced by a multitude of factors, with parental socio-economic status (SES) playing a pivotal role. However, the relationship between parents' SES and students' academic outcomes is not purely linear. A critical moderating factor in this dynamic is the role of school support systems. School support systems, which include institutional resources such as academic advising, mentoring, extracurricular activities, and emotional support provided by teachers and school staff, can either mitigate or exacerbate the effects of parental SES on student performance. In this literature review, we explored the role of school support systems as a moderator in the relationship between parental SES and academic performance, particularly in the context of UCE (Uganda Certificate of Education) students in selected public secondary schools in Bushenyi District, Uganda.

A study by Okello and Matovu (2021) examined how school support systems interact with parental SES to influence academic performance in Uganda. The study found that school support systems played a critical role in moderating the impact of parental SES on students' academic achievement. Specifically, students from lower SES backgrounds who attended schools with strong support systems, such as after-school tutoring, counseling services, and teacher mentorship programs, were found to perform better in their UCE exams compared to those without such support. The

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authors argued that school support systems can bridge the gap created by the lack of resources at home, thus enabling students from disadvantaged backgrounds to excel academically. While the study highlights the importance of school support systems, it could be critiqued for not adequately addressing how specific types of support systems, such as peer tutoring or mentorship programs, differently influence students from varying socio-economic backgrounds.

Similarly, a study conducted by Tumwine et al. (2022) in Uganda explored how school-based interventions moderated the relationship between parental SES and students' academic performance. Their findings suggest that when schools provided comprehensive support systems, including guidance on career planning, academic counseling, and social-emotional support, students from low SES families showed improved academic performance despite their disadvantaged background. The study emphasized that while parental SES undoubtedly impacts academic outcomes, the presence of robust school support systems could act as a counterforce to the negative effects of low socio-economic status. However, this study's focus on urban areas raises questions about the applicability of its findings to rural districts such as Bushenyi, where school support systems may be more limited due to financial constraints.

In a related study, Nalubega and Kasaija (2023) examined the relationship between parental SES, school support systems, and students' academic outcomes in rural Ugandan schools, including those in Bushenyi District. The researchers found that school support systems played a crucial role in enhancing the academic performance of students, particularly those from low SES backgrounds. However, the study also highlighted that the effectiveness of these support systems was dependent on the level of parental involvement in school activities. In particular, students whose parents were actively involved in the educational process (e.g., attending school meetings, providing feedback to teachers, or participating in extracurricular activities) benefited more from school support systems. This finding suggests that the combination of both parental involvement and school support is a key factor in improving student outcomes. One limitation of the study, however, is its reliance on a small sample size from rural areas, which may not fully capture the diverse experiences of students across Bushenyi District.

Another critical theoretical framework is the Social Capital Theory (Putnam, 2000), which suggests that social networks and relationships within communities significantly affect educational outcomes. According to this theory, students from higher SES families tend to have access to stronger networks, which can provide educational support and opportunities. In contrast, students from lower SES backgrounds may lack these networks and the associated benefits. However, schools with strong support systems can function as alternative social networks, providing students with access to academic support, mentorship, and resources that they may not receive at home. Research by Okello and Kato (2022) in Uganda supports this view, showing that students from low SES families who had access to robust school support systems performed better academically than those without such access. While the Social Capital Theory

underscores the importance of school networks, critics argue that it overlooks the impact of individual agency and the diverse ways in which students navigate their academic journeys.

A study by Wanyama et al. (2022) examined the role of school support systems in moderating the relationship between parental SES and academic performance in rural Ugandan schools, including Bushenyi District. The study found that school support systems, such as after-school programs and teacher-student mentorship, were particularly beneficial for students from low SES backgrounds. These systems were seen as instrumental in providing the additional academic guidance that these students needed to succeed. However, the study also pointed out that the effectiveness of school support systems depended on the quality of teaching and the school environment. For example, schools with well-trained teachers and adequate infrastructure were more likely to have effective support systems that positively impacted students' academic performance. This finding highlights the importance of a comprehensive approach to school support, where not only the support systems themselves but also the quality of teaching and school resources are considered. One limitation of this study is that it did not fully explore the intersection of school support systems with other factors, such as parental involvement and community engagement, which could further influence academic outcomes.

### **2.7 Summary of Research Gaps**

Despite a growing body of research examining the influence of parental socio-economic status (SES) on academic performance, much of the existing literature is disproportionately focused on urban settings or treats rural contexts as homogenous entities (Ejuu, 2019; Nabushawo & Wamala, 2018). Few empirical studies have specifically targeted Bushenyi District, which presents a distinct socio-economic landscape characterized by subsistence agriculture, limited access to technological learning tools, and strong community-driven educational efforts. The uniqueness of this environment suggests that SES may interact with student performance differently than in more urbanized or generalized rural settings. This creates a gap in localized understanding necessary for crafting context-specific interventions (Kaguhangire & Byaruhanga, 2021).

Furthermore, while research highlights the importance of school-based support systems in buffering educational disadvantages associated with low SES (Mutonyi & Nambi, 2020), most of these findings stem from studies conducted in well-resourced urban schools. In contrast, the functioning, accessibility, and impact of support systems like academic counseling, mentorship programs, and extracurricular activities in under-resourced rural schools remain underexplored (Nyagosia, 2011). This limits our understanding of how such interventions might function in rural Uganda, particularly in Bushenyi, where school infrastructure and funding levels vary widely.

Additionally, existing research predominantly relies on cross-sectional designs, offering only snapshots of how SES influences academic performance (Okumu et al., 2020). There is a scarcity of longitudinal studies in Uganda that examine the lasting impact of parental SES on students' academic progression, career development, and socio-economic mobility over time. As Sirin (2005) notes in a meta-analysis, long-term studies are critical to understanding how early-life SES disparities affect educational outcomes well beyond one examination cycle.

Moreover, although parental educational attainment is widely cited as a major predictor of student achievement (Egalite, 2016), few studies investigate how it interacts with other SES components such as income and occupation within rural Ugandan contexts. For instance, in districts like Bushenyi, where a significant proportion of parents have limited formal education (UBOS, 2022), it remains unclear whether those with higher educational levels can compensate for low income or limited resources, or whether the lack of economic capital nullifies this potential advantage. Similarly, there is limited empirical evidence on how parental involvement particularly among parents with minimal education affects academic performance in such settings (Epstein & Sheldon, 2002; Nsubuga, 2018). These gaps underscore the need for nuanced, context-specific research that integrates multiple SES dimensions and their combined effect on educational achievement.

**CHAPTER THREE  
METHODOLOGY**

**3.0 Introduction**

This chapter explained the research methodology that was used in conducting the study. It described the procedures followed during the study. The chapter entailed the research design, Research approaches, the population study, the sampling design, the sample size, data sources, data collection instruments as well as the validity and reliability of the data collection instruments.

**3.1 Research design**

A cross-sectional research design was used for this study on the relationship between parents' socio-economic status (SES) students' academic performance at UCE in selected public secondary schools in Bushenyi District, Uganda. This design allowed for the examination of the relationship between various aspects of parents' SES (such as income levels, educational attainment, and occupational status) and students' academic performance at a single point in time(A. G. Kazaara & Nelson, 2024). It provided a snapshot of how socio-economic factors influence educational outcomes in Bushenyi District (Cohen, Manion, & Morrison, 2018; Field, 2013). By employing this design, the study identified patterns and correlations between parental SES and students' academic performance, offering insights into the socio-economic challenges affecting educational achievement in the area.

**3.2 Research Approach**

The study adopted a mixed research approach, combining both qualitative and quantitative methods. This approach allowed for a comprehensive understanding of the relationship between parents' socio-economic status and academic performance, as well as the underlying factors and personal experiences that shape these relationships(Ntirandekura & Christopher, 2022). Qualitative data was collected through interviews with parents, teachers, and students to gain deeper insights into the contextual factors influencing academic performance (Ronald et al., 2023). Quantitative data was gathered through surveys to measure parents' socio-economic status and students' academic performance(Julius & Nancy, 2025c). This mixed-methods approach provided a more detailed perspective, facilitating the development of targeted interventions to improve educational outcomes in Bushenyi District (Gall, Borg, & Gall, 2007).

**3.3 Study population**

The study population for the current research included key groups to ensure a representative analysis of the impact of parents' socio-economic status (SES) on students' academic performance at UCE in selected public secondary schools in Bushenyi District, Uganda. The study targeted a total population of 514 respondents drawn from key stakeholders in the education sector, from which a sample size of 295 participants was selected using a combination of purposive and simple random sampling techniques. All 4 head teachers and 4 deputy head teachers were purposively selected due to their administrative roles and direct involvement in school management and policy implementation. In addition, 181 parents, 15 teachers, and 80 students were selected using simple random sampling to ensure fair representation

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and to capture diverse perspectives from individuals directly involved in and affected by the teaching–learning process. Furthermore, all 6 members of the Board of Governors (BOG) were purposively included in the study owing to their strategic positions and knowledge of education governance and community-level influences. This approach ensured that the sample was representative of the entire school community while giving priority to respondents with key decision-making and oversight responsibilities. SEE Table 3.1

**3.4 Sample size determination**

The sample size for this study on the parents’ socio-economic status (SES) and students' academic performance at UCE level in selected 4 public secondary schools in Bushenyi District was determined using Krejcie and Morgan’s formula (1970). The target population of the study was 340 as explained in table 3.1. According to Krejcie and Morgan table (1970), it stated that if the population is 514 then the sample size is 295. Therefore, the sample size for this study was 295, see appendix IV

**Table 3.1: Study population and sample size for the study**

S/N	Particulars	Population	Sample Size	Sampling Technique
1	Head Teachers	4	4	Purposive Sampling
2	Deputy Head Teachers	4	4	Purposive Sampling
3	Parents	380	181	Simple Random Sampling
4	Teachers	20	15	Simple Random Sampling
5	Students	100	80	Simple Random Sampling
6	Board of Governors (BOG) committee members	6	6	Purposive Sampling
	<b>Total</b>	<b>514</b>	<b>295</b>	

Source: District Education officers (2025)

**3.5 Sampling techniques**

To obtain a representative and meaningful sample, three sampling techniques were applied: purposive sampling, stratified sampling, and simple random sampling. Each technique was used for a specific category of respondents drawn from four selected public secondary schools in Bushenyi District, namely Mwendura Secondary School, Kyabugimbi Secondary School, Kyeizooba Girls’ Secondary School, and Kabushaho Seed School. Purposive sampling was used to select key informants, including head teachers, deputy head teachers, and senior school administrators, because of their direct involvement in school management and their informed understanding of students’ academic performance and parental socio-economic factors. Stratified sampling was then applied to teaching staff and parents by grouping them according to relevant characteristics such as subject taught and class level for teachers, and income or occupation categories for parents, to ensure adequate representation of different socio-



economic groups. Finally, simple random sampling was employed to select students from the defined strata, giving all eligible students an equal chance of participation and minimizing selection bias.

#### **Purposive Sampling**

Purposive sampling, also known as judgmental sampling, was used to select participants who were believed to have expert knowledge or hold specific roles relevant to the objectives of the study. In this case, the technique was applied to select 4 head teachers and 4 deputy head teachers from the four schools. These individuals were chosen deliberately because of their administrative experience, deep involvement in school management, and informed understanding of the broader socio-economic issues that may affect students' academic performance. Their views were critical in providing qualitative insights into institutional-level factors and how parental socio-economic background is perceived to influence educational outcomes.

#### **Stratified Sampling**

Stratified sampling was employed to ensure that the selection of teachers captures diversity across different academic departments. Teachers were first be grouped into strata based on the subjects or departments they belong to such as science, humanities, arts, languages, and vocational studies. This ensured that all subject areas were proportionately represented in the sample, which was essential for understanding if and how perceptions of socio-economic status influence students' performance differently across various academic disciplines. Stratified sampling helped improve the representativeness of the sample by reducing sampling bias that might arise from over- or under-representation of specific subject areas.

#### **Simple Random Sampling**

After stratifying the teachers into departments, simple random sampling was used within each stratum to select individual teachers. This meant that each teacher in a particular department had an equal chance of being selected, which enhances the objectivity of the sampling process. The method was applied to select a total of approximately 118 teachers across the four schools. Simple random sampling ensured that there was no favoritism or bias in the selection, which was important for the reliability and validity of the data collected. Names of teachers in each stratum was listed and assigned numbers, after which a random selection was done using a random number generator or drawing lots.

### **3.6 Data Sources and Procedures**

The current study similarly utilized primary data sources to investigate the impact of parents' socio-economic status on students' academic performance at UCE in selected public secondary schools in Bushenyi District. The study employed both quantitative and qualitative data collection methods.

For the quantitative aspect, structured questionnaires were distributed to the respondents. These questionnaires focused on obtaining data on respondents' perceptions of how different elements of parents' socio-economic status such as income levels, educational attainment, and occupational status affect students' academic performance. Key areas covered in the questionnaire included the availability of educational resources at home, parental involvement in school activities, and the overall educational support provided by parents. The use of questionnaires provided reliable, standardized data that was essential for addressing the research objectives from a quantitative perspective, ensuring that statistical analyses can be applied to understand the relationship between parental socio-economic status and academic performance.

In addition to quantitative data, qualitative data was gathered through semi-structured interviews. These interviews were conducted with key stakeholders, such as head teachers, teachers, PTA members, and BOG members, to gain deeper insights into the nuanced ways in which parents' socio-economic status influences students' academic performance. The qualitative interviews allowed for open-ended responses, enabling participants to share their personal experiences and observations in more detail, which may not be captured fully through quantitative methods alone. The qualitative data was critical for providing contextual understanding and adding depth to the quantitative findings.

Furthermore, a document checklist was used to complement both the quantitative and qualitative data collection. The document checklist included relevant school records, such as academic performance reports, financial records, school funding documents, and reports on parental involvement in school activities. These documents helped triangulate the data and ensured a more comprehensive analysis of how parents' socio-economic status impacts students' academic outcomes.

### **3.7 Data Collection Methods**

#### **3.7.1 Questionnaires**

Questionnaires served as the primary tool for collecting quantitative data from a large sample of participants, including school administrators, teachers, parents, local political leaders, and members of Board of Governors (BOG) and Parents Teachers Associations (PTA). These questionnaires consisted mostly of closed-ended questions, designed to gather structured data on key variables such as household income, parents' educational levels, occupational status, and perceived impacts on students' academic outcomes. Additionally, the questionnaires assessed levels of parental involvement in school activities, accessibility of learning resources, and support systems available to students. This method was suitable for capturing a broad range of standardized responses, allowing for statistical analysis to identify patterns and correlations aligned with the study's objectives.

#### **3.7.2 Interviews**

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To supplement the quantitative findings, semi-structured interviews were conducted with a purposively selected group of key informants, including Head teachers, senior teachers, parents, and leaders of the SMC and PTA. An interview guide was used to explore deeper, qualitative insights into how socio-economic factors manifest in the everyday educational experiences of students. The interviews focused on topics such as how socio-economic status influences parental involvement, the nature of school-community engagement, and strategies employed by schools to support learners from disadvantaged backgrounds. This method allowed for the collection of rich, narrative data that reveals contextual nuances and individual perspectives not easily captured through questionnaires.

### **3.7.3 Document Review**

A document review was conducted to complement primary data and provide background and historical context. This involved analyzing school records, UCE performance reports, school enrollment registers, financial records on bursaries or scholarships, PTA and SMC meeting minutes, and district education department reports. These documents provided objective evidence of academic performance trends, the socio-economic composition of the student population, and interventions previously undertaken to address educational inequalities. The insights gained from document analysis helped validate and contextualize the findings from questionnaires and interviews.

### **3.8 Data collection tools**

#### **3.8.1 Questionnaire Schedule**

The questionnaire was used to collect quantitative data from a wide range of participants including school administrators, teachers, parents, political leaders, and members of the School Management Committees (SMC) and Parents Teachers Association (PTA). It primarily contained closed-ended questions designed to systematically gather information on various factors related to parents' socio-economic status and students' academic performance. Topics covered included parental income, education level, occupation, involvement in school activities, and perceptions of how these influence students' academic outcomes. The structured nature of the questionnaire was allowed for easy coding, statistical analysis, and comparison of responses across different respondent groups.

#### **3.8.2 Interview Guide**

The interview guide facilitated semi-structured interviews with selected key informants such as Head teachers, senior teachers, parents, and BOG/PTA members. This tool outlined key topics and open-ended questions to explore participants' deeper insights and experiences regarding the impact of parental socio-economic status on academic performance. The guide ensured that interviews remain focused yet flexible enough to capture rich, qualitative data about parental involvement, school support mechanisms, and contextual challenges faced by students from diverse socio-economic backgrounds. This approach enabled a nuanced understanding that complements the quantitative data.

### **3.8.3 Document Review- Checklist**

The document checklist was used to systematically review relevant school and district records that provide empirical evidence to support the study. This tool guided the collection of data from sources such as student academic performance records (UCE results), school enrollment data, records of bursary awards or financial aid, minutes from PTA and BOG meetings, and district education reports. The checklist ensured that all pertinent documents were examined consistently, helping to triangulate data and verify information collected through questionnaires and interviews. It also provided historical and contextual background relevant to the study objectives. **See appendix III**

### **3.9 Data Quality Control**

The current study ensured data quality through rigorous measures of validity and reliability to ensure that the findings are robust and accurately reflect the relationships between parents' socio-economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District.

#### **3.9.1 Validity**

**Content Validity:** To ensure content validity, the questionnaire and interview guide were developed based on a thorough review of relevant literature and theoretical frameworks related to socio-economic status and academic performance. The instruments were subjected to expert reviews by scholars and practitioners in education and socio-economic studies to confirm that they adequately cover all the necessary aspects, such as the impact of parental income, educational attainment, occupational status, and the role of school support systems in influencing academic outcomes (Gliner, Morgan, & Leech, 2017). This process helped ensure that the data collection tools accurately reflect the constructs they are intended to measure, including socio-economic factors and academic performance.

**Construct Validity:** Construct validity was evaluated by conducting a pilot study with a small sample drawn from the target population. This pilot test served to refine the instruments, ensuring that the questions effectively measure the intended constructs, such as how various socio-economic factors affect students' academic performance. Factor analysis was employed to confirm that the items on both the questionnaire and interview guide align with the theoretical constructs being measured (Creswell & Creswell, 2018). This process helped verify that the questions accurately assess the relationships between parental socio-economic status and educational outcomes.

**Criterion Validity:** Criterion validity were established by comparing the study results with established benchmarks or criteria. For instance, school performance data, including examination results and records of parental involvement in school activities, were used to validate responses related to how parental socio-economic factors impact academic performance. These comparisons helped confirm that the study's measures are accurate indicators of academic success and socio-economic influences, thus enhancing the study's validity and credibility (Neuman, 2014).

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### **3.9.2 Reliability**

The current study ensured the reliability and consistency of the data collection instruments by employing various reliability measures. These were crucial in ensuring the accuracy and stability of the results regarding the impact of parental socio-economic status on students' academic performance at UCE in selected public secondary schools in Bushenyi District.

**Internal Consistency:** The internal consistency of the questionnaire and interview guide were assessed using Cronbach's alpha coefficient. This statistic was measured the extent to which items within each scale are consistent in their responses. A Cronbach's alpha value of 0.70 or higher was considered acceptable for ensuring the reliability of the scales used in the study (Tavakol & Dennick, 2011). Reliability analysis was conducted during the pilot phase and adjusted as necessary before the main data collection to ensure that the instruments are reliable and that responses are consistently aligned with the intended constructs.

**Test-Retest Reliability:** To assess the stability of the instruments over time, test-retest reliability was evaluated. The study instruments were administered to a subset of participants at two different points in time. A high correlation between the two sets of responses indicated good test-retest reliability, ensuring that the instruments produced consistent results when used on different occasions (Creswell, 2014). This approach helped confirm that the instruments remain stable over time, making the data more reliable.

**Inter-Rater Reliability:** For the qualitative data collected through interviews, inter-rater reliability was ensured by having multiple researchers independently code and analyze the data. Discrepancies in coding were resolved through discussions to reach a consensus. This method ensured that the interpretation of the data was consistent and unbiased across different raters, enhancing the credibility and reliability of the qualitative findings (Miles & Huberman, 1994).

**Pilot Testing and Revisions:** A pilot test of the data collection instruments was conducted to identify potential issues and refine the instruments before the main data collection. Feedback from pilot participants was used to improve the instruments' clarity, relevance, and effectiveness. This process ensured that the instruments were well-suited to the study's objectives and produced high-quality data that was both reliable and valid (Dillman, Smyth, & Christian, 2014).

### **3.10 Data Processing**

Quantitative data for the study on the influence of parents' socio-economic status on students' academic performance at UCE in selected public secondary schools in Bushenyi District was collected using structured questionnaires and entered into statistical software SPSS (Statistical Package for the Social Sciences) version 20 (Nelson et al., 2022).

Each response was assigned numerical codes for systematic analysis. For instance, response options on a Likert scale was coded numerically (e.g., Strongly Agree = 5, Agree = 4, etc.), ensuring consistency in data entry (Field, 2013).

Data entry was standardized using a pre-defined template to minimize errors and maintain consistency throughout the process. This standardization helped to ensure that the data was entered in a structured and consistent manner, facilitating accurate analysis and minimizing inconsistencies. Data cleaning involved thoroughly reviewing the dataset to identify and correct any errors or inconsistencies. This process included checking for missing values, outliers, and duplicate entries. Missing data was addressed using appropriate methods such as imputation or list wise deletion, depending on the extent and nature of the missing responses. Outliers were identified and reviewed to determine if they were data entry errors or legitimate extreme values, and was handled according to their validity (Hair et al., 2014). After data cleaning, the data was transformed into suitable formats for further analysis. This included the computation of summary statistics such as means and standard deviations, which helped in understanding the central tendencies and variability of the data. Aggregation also took place at different levels, such as the school level, to provide an overview of the financial management practices and their impact on educational outcomes.

### **3.11 Data Analysis**

The quantitative data analysis for the study on the influence of parents' socio-economic status on students' academic performance at UCE in selected public secondary schools in Bushenyi District involved a series of statistical procedures aimed at understanding the relationships between the variables. The first step was to conduct descriptive statistics to summarize the data and provide an overview of the sample characteristics. This included calculating measures such as means, medians, standard deviations, and frequencies, which described the central tendencies and variability of the responses, offering a clear understanding of the distribution of the data (Pallant, 2016).

Inferential statistics were employed to test hypotheses and examine the relationships between the socio-economic factors (e.g., parents' income, educational attainment, and occupational status) and academic performance. Correlation analysis was used to determine the strength and direction of the associations between independent variables (e.g., parents' income, educational attainment, and occupation) and dependent variables (e.g., students' academic performance)(Nelson et al., 2023). This analysis provided insights into how these socio-economic factors influence student outcomes. Further, regression analysis was conducted to explore the nature of these relationships while controlling for potential confounding variables, such as age, gender, and school type. This helped in identifying the predictive power of parental socio-economic factors on students' academic performance at UCE. By applying regression analysis, the study uncovered not only the strength of the relationships but also the extent to which the independent variables can explain the variation in academic performance (Field, 2013). The statistical software SPSS (Statistical Package for the Social Sciences) version 20 was used to perform these analyses. The use of SPSS ensured

robust and reliable results, providing the necessary statistical tools to interpret the data and draw meaningful conclusions regarding the impact of socio-economic factors on academic performance(Nelson et al., 2022).

### **3.12 Ethical Considerations**

**Informed Consent:** In this study, informed consent was obtained from all participants. Both students and their parents were fully informed about the study’s purpose, procedures, potential risks, and benefits. They were made aware that their participation was voluntary and that they can withdraw from the study at any time without facing any negative consequences. This ensured that the participants’ rights were respected throughout the research process.

**Confidentiality and Anonymity:** Just as in the PFM reforms study, strict confidentiality and anonymity was maintained. The identities of participants, particularly sensitive data related to socio-economic status and academic performance, was kept confidential. Data was securely stored, and any personal identifiers were removed from the dataset to ensure that individuals could not be identified. This protected participants' privacy and helped maintain the integrity of the study.

**Voluntary Participation:** Participation in this study was entirely voluntary. Both students and parents were clearly informed that they were free to withdraw from the study at any time without facing any consequences. This reinforced the ethical principle that participants should have control over their involvement in the research process.

**Cultural Sensitivity and Respect:** The study was conducted with cultural sensitivity, ensuring respect for the local context of Bushenyi District. The research team was acknowledged and respected the socio-cultural norms and values of the community, especially when dealing with potentially sensitive topics such as family income and academic performance. This helped prevent stigmatization or marginalization of any individual or group, ensuring the research process is inclusive and respectful.

**Ethical Review and Approval:** Prior to beginning the study, ethical approval was sought from relevant authorities, including an ethical review board or the Ministry of Education. This ensured that the research adhered to ethical standards and complies with all relevant regulations. Obtaining such approval safeguarded the participants' rights and enhanced the credibility of the research.

**Honesty and Transparency:** In line with ethical principles, the study was conducted with full transparency. All findings were reported honestly, without fabrication or misrepresentation. The research team ensured that the results were based on accurate data and reported any limitations or challenges faced during the study. This upheld the integrity of the research process and maintain trust with the participants and stakeholders.

### **3.13 Limitations and Remedies**

**Respondent Bias and Non-Response:** A limitation in the study on parents' socio-economic status and students' academic performance in public secondary schools in Bushenyi District was the potential for respondent bias. Participants provided socially desirable responses, especially when answering sensitive questions about financial support and academic involvement, which could skew the data. Additionally, non-response, particularly from certain parents or community leaders, impacted the representativeness of the findings.

**Remedy:** To address respondent bias, the study ensured anonymity and confidentiality, emphasizing that participants' identities were not to be disclosed and their responses were solely used for research purposes. A diverse sample, representing different socio-economic backgrounds and school stakeholders, were included to reduce the potential for biases. The study also ensured that participants understood the importance of honest responses for the validity of the research.

**Time and Resource Constraints:** Conducting a detailed study across multiple schools and stakeholders within Bushenyi District could face time and resource limitations. The breadth of the study, involving diverse schools and socio-economic groups, required significant effort in terms of coordination, data collection, and analysis, potentially impacting the study's comprehensiveness and timeliness.

**Remedy:** To manage these constraints, the study prioritized key schools and stakeholders that best represented the wider context of the district. Effective time management was employed, and digital tools for data collection, such as online surveys and virtual interviews, utilized to facilitate efficiency and reduce the time and resources needed for in-person data gathering.

**Generalizability of Findings:** Since the study focused on public secondary schools in Bushenyi District, its findings may not be broadly applicable to other regions in Uganda, particularly given the unique socio-economic conditions and educational systems in the area.

**Remedy:** While the study was context-specific, efforts were made to draw broader implications and compare findings with other research on socio-economic factors affecting education in different regions. The study was also acknowledged its limitations and clearly defined its scope in the final report to help readers understand the applicability of the findings to other contexts.

**CHAPTER FOUR**

**PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS**

**4.0 Introduction**

This chapter discusses the objectives of the study as follows; the study evaluated the relationship between parents' socio-economic status and the academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda. This chapter presents, analyses and interprets the study findings. The findings in this chapter are presented according to the objectives of the study.

**4.1 Demographic Characteristics of Respondents**

**Table 4.1: Demographic Characteristics of Respondents**

Variable	Category	Frequency	Percentage (%)
<b>Gender</b>	Male	150	50.8%
	Female	145	49.2%
<b>Age (Years)</b>	18–25	60	20.3%
	26–35	70	23.7%
	36–45	65	22.0%
	46–55	50	16.9%
	56 and above	50	16.9%
<b>Highest Education Level</b>	No Formal Education	4	1.4%
	Primary	15	5.1%
	Secondary	20	6.8%
	Diploma	30	10.2%
	Degree	90	30.5%
	Master’s	120	40.7%
	PhD	5	1.7%
<b>Years Involved with Student Academic Support</b>	Others	11	3.6%
	Less than 1 Year	35	11.9%
	1–3 Years	50	16.9%
	4–6 Years	55	18.6%
	7–10 Years	65	22.0%
	More than 10 Years	90	30.5%



<b>Role in School</b>	Head Teachers	4	1.4%
	Deputy Head Teachers	4	1.4%
	Parents	181	61.4%
	Teachers	15	5.1%
	Students	80	27.1%
	Board of Governors (BOG) Members	6	2.0%
<b>Total</b>		295	100%

**Source: Primary Data, 2025**

The demographic profile of respondents revealed a fairly balanced gender distribution, with 150 males representing 50.8% of the total sample and 145 females accounting for 49.2%. This indicated that both male and female perspectives were adequately captured in the study, ensuring gender inclusivity in understanding the influence of headteachers’ leadership styles on teacher performance in public secondary schools in Lwengo District. The near-equal representation also suggested that gender was unlikely to introduce significant bias in the findings, as both male and female respondents contributed substantially to the data.

In terms of age, the respondents were distributed across five categories, reflecting a diverse range of experiences and maturity levels. The largest group comprised individuals aged 26–35 years, representing 23.7% of the sample, followed closely by those aged 36–45 years at 22.0%. Respondents aged 18–25 years accounted for 20.3%, while both the 46–55 and 56 and above age groups constituted 16.9% each. This distribution indicated that the study captured insights from both younger participants, who might bring fresh perspectives, and older respondents, who likely had extensive experience with school leadership and teaching processes. The diversity in age strengthened the reliability of the study findings by incorporating a wide range of viewpoints regarding leadership practices and their impact on teacher performance.

The respondents’ highest educational qualifications varied, highlighting a well-educated sample that could provide informed opinions on educational leadership and its effects. Master’s degree holders formed the largest group at 40.7%, followed by those with bachelor’s degrees at 30.5%. Diploma holders constituted 10.2%, while secondary education accounted for 6.8%. Only a small proportion had no formal education (1.4%), primary education (5.1%), or PhD qualifications (1.7%), and 3.6% fell into other unspecified categories. The high proportion of respondents with advanced educational qualifications suggested that the data collected reflected knowledgeable insights into leadership styles, teaching effectiveness, and school administration.



Regarding experience in student academic support, the respondents had varied levels of involvement. Those with more than ten years of experience represented 30.5% of the sample, while the 7–10 years category accounted for 22.0%. Respondents with 4–6 years of involvement constituted 18.6%, those with 1–3 years were 16.9%, and less than one year represented 11.9%. This distribution indicated that a significant proportion of respondents had long-term engagement in educational processes, providing informed perspectives on how leadership practices influenced teacher performance over time. Nevertheless, including respondents with shorter periods of involvement allowed the study to capture more recent and potentially innovative experiences in school management and teaching.

The roles of respondents within the school context were diverse, reflecting multiple perspectives on leadership and teacher performance. Parents formed the largest group at 61.4%, followed by students at 27.1%. Teachers themselves constituted 5.1%, while headteachers and deputy headteachers each represented 1.4% of the sample. The Board of Governors (BOG) members accounted for 2.0%. This composition indicated that the study considered both direct and indirect stakeholders of school leadership, ensuring that the findings captured a comprehensive view of how leadership styles affected teachers’ work and, ultimately, student outcomes. Including parents and students alongside school staff provided a holistic understanding of school dynamics, governance, and performance outcomes in Lwengo District’s public secondary schools.

**4.2 Descriptive statistics on parents’ income and the academic performance of students**

**Table 4.2: Descriptive statistics on parents’ income and the academic performance of students**

Where 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

Parents’ income	1	2	3	4	5	Mean	S.DIV
Higher parental income allows students to access better learning materials.	13 (7.2%)	6 (3.3%)	10 (5.5%)	66 (36.5%)	86 (47.5%)	4.14	1.139
Students from families with higher income receive more academic support at home.	3 (1.7%)	3 (1.7%)	12 (6.6%)	101 (55.8%)	62 (34.3%)	4.19	0.768
Financial constraints in the family limit students’ ability to perform well academically.	3 (1.7%)	25 (13.8%)	24 (13.3%)	92 (50.8%)	37 (20.4%)	3.75	0.990
Parents’ income affects students’ ability to participate in extra-curricular academic activities.	5 (2.8%)	4 (2.2%)	11 (6.1%)	64 (35.4%)	96 (53.0%)	4.62	0.789

Source: Primary Data, 2025

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Starting with the statement “Higher parental income allows students to access better learning materials,” the findings clearly reveal a strong consensus among respondents that parental income significantly enhances students’ access to quality educational resources. Out of the 181 respondents, a substantial 86 (47.5%) strongly agreed, while another 66 (36.5%) agreed with this statement. This brings the total percentage of agreement to 84%, demonstrating overwhelming acknowledgment that financial capability at the household level directly impacts the availability and quality of learning tools such as textbooks, revision materials, internet access, and digital devices. Conversely, only 13 respondents (7.2%) strongly disagreed and 6 (3.3%) disagreed, indicating minimal opposition to the claim. Meanwhile, 10 respondents (5.5%) remained neutral, possibly reflecting uncertainty or individual experiences that may not align with the broader trend. The mean score of 4.14 and a standard deviation of 1.139 suggest a generally strong agreement, albeit with some variation in views. This variation may stem from differing household priorities or school policies that try to bridge income-related gaps in access to learning materials. *One of the interviewees (KM001) explained that “students from families with higher income generally perform better academically because these parents can afford essential learning materials, private tutoring, and nutritious meals that contribute to better concentration and sustained study habits. In contrast, students from low-income households often come to school without basic scholastic supplies or adequate nutrition, which negatively affects their ability to learn and perform well in exams.” This statement highlights the direct role that economic capacity plays in shaping educational outcomes and reflects a widespread pattern observed in the school environment.*

Regarding the statement “Students from families with higher income receive more academic support at home,” the data illustrates that the majority of respondents recognized the role of economic advantage in fostering a supportive home learning environment. Specifically, 101 respondents (55.8%) agreed and 62 (34.3%) strongly agreed, summing up to an emphatic 90.1% who believe that high-income households tend to offer greater academic support. Only a small proportion, 3 (1.7%) strongly disagreed and another 3 (1.7%) disagreed, pointed to skepticism regarding this relationship. Twelve respondents (6.6%) were neutral, suggesting limited personal insight into the matter or contextual exceptions. The mean of 4.19 and standard deviation of 0.768 reflect a very high level of agreement with relatively low variability, underscoring a shared perception that wealthier households can afford tutoring services, educational supervision, and conducive study environments which contribute to better academic outcomes for their children. Another interviewee (KM002) noted, that “many students from low-income families face multiple barriers including irregular school attendance caused by inability to pay fees on time, lack of textbooks and stationery, and insufficient meals during the school day. These challenges accumulate and often lead to lower academic achievement compared to their peers from wealthier backgrounds.” This observation underscores the multifaceted disadvantages faced by economically marginalized students, indicating that financial hardship extends beyond material deprivation to affect overall school engagement and performance.

With regard to the statement “Financial constraints in the family limit students’ ability to perform well academically,” a large portion of respondents acknowledged the negative implications of economic hardship on academic performance. Of the total responses, 92 (50.8%) agreed and 37 (20.4%) strongly agreed, making a total of 71.2% who supported the assertion that limited finances hinder academic success. This is further supported by the fact that only 3 (1.7%) respondents strongly disagreed and 25 (13.8%) disagreed, showing that while some dissent exists, it is relatively minor. Meanwhile, 24 respondents (13.3%) remained neutral, perhaps due to indirect exposure to the issue or nuanced views regarding its impact. The mean score of 3.75 implies moderate agreement with the statement, while a standard deviation of 0.990 indicates a modest spread in perception. This variability may be attributed to differences in coping mechanisms among low-income families or the presence of bursaries and school support programs that mitigate financial challenges for some students. *In the mean time, yet one the respondents (KM003) confirmed that “there is a clear divide in academic results between students from affluent families and those from poor households. This gap is apparent in national examinations and school assessments, with richer students often accessing extra tuition and academic resources that improve their performance.” This confirms a consistent trend of inequality where family income strongly correlates with student success, signaling a structural challenge in the education system.*

The statement “Parents’ income affects students’ ability to participate in extra-curricular academic activities” attracted the highest level of agreement among respondents. A total of 96 respondents (53.0%) strongly agreed, while 64 (35.4%) agreed, resulting in a combined 88.4% who affirmed the importance of parental income in facilitating students’ participation in co-curricular academic activities such as academic clubs, debate competitions, school trips, and science fairs. Only a small proportion of respondents expressed disagreement, with 5 (2.8%) strongly disagreeing and 4 (2.2%) disagreeing, indicating limited opposition to the statement. Additionally, 11 respondents (6.1%) remained neutral, possibly reflecting differences in school programs or individual interpretations of extra-curricular academic activities. The mean score of 4.62 indicated very strong agreement among respondents, while the standard deviation of 0.789 suggested a reasonable level of variability in responses without detracting from the overall consensus. These findings demonstrated that parental income played a significant role in enabling students’ participation in extra-curricular academic activities. *Similarly another interviewee (KM004) noted that policies such as free primary and secondary education, school feeding programs, and bursaries have made education more accessible for low-income families. However, the implementation of these programs often faces resource constraints, limiting their reach and impact. Schools try to complement government efforts through community fundraising and partnerships to support needy students.” This indicates an ongoing effort to mitigate income-related disparities, though systemic limitations persist.*

**Table 4.3: Relationship between parents’ income and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

Correlations			
		Academic performance of students	Parents' income
Academic performance of students	Pearson Correlation	1	.716**
	Sig. (2-tailed)		.000
	N	181	181
Parents' income	Pearson Correlation	.716**	1
	Sig. (2-tailed)	.000	
	N	181	181

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

Source: Primary Data, 2025

The Pearson correlation coefficient of 0.716 indicates a robust positive relationship, meaning that as parents' income increases, students' academic performance also tends to improve. This correlation coefficient is relatively high, suggesting that parental income is a substantial factor linked to how well students perform academically. The significance level associated with this correlation is  $p = 0.000$ , which is well below the conventional threshold of 0.05. This leads us to reject the null hypothesis that there is a significant relationship between parents' income and students' academic performance. The highly significant p-value confirms that the observed relationship is unlikely to be due to random chance and reflects a genuine association in the population studied.

**4.3 Descriptive statistics on parents' educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

**Table 4.4: Descriptive statistics on parents' educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

Where 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

Parents' educational attainment	1	2	3	4	5	Mean	S.DIV
Students whose parents have higher education levels tend to perform better academically.	13 (7.2%)	3 (1.7%)	8 (4.4%)	67 (37.0%)	90 (49.7%)	4.20	1.104
Parents with higher education provide more effective academic guidance to their children.	3 (1.7%)	9 (5.0%)	14 (7.7%)	97 (53.6%)	58 (32.0%)	4.09	0.861

The educational background of parents influences the value placed on education in the family.	3 (1.7%)	25 (13.8%)	24 (13.3%)	94 (51.9%)	35 (19.3%)	3.73	0.981
Parental education level affects students' motivation to excel in their studies.	5 (2.8%)	1 (0.6%)	13 (7.2%)	62 (34.3%)	100 (55.2%)	4.39	0.866

**Source: Primary Data, 2025**

Starting with the statement “Students whose parents have higher education levels tend to perform better academically,” the data reveals a strong consensus among respondents supporting the positive impact of parental education on students’ academic outcomes. Of the total 181 respondents, 90 (49.7%) strongly agreed and 67 (37.0%) agreed, indicating that a significant 86.7% believed that higher parental education is associated with better student performance. This consensus highlights the role of educated parents in fostering academically enriched environments, perhaps through better communication with teachers, supervision of homework, or prioritization of learning at home. On the contrary, only 13 respondents (7.2%) strongly disagreed, 3 (1.7%) disagreed, and 8 (4.4%) were neutral, suggesting a small minority who either did not observe this influence or believed other factors played a more central role. The mean score of 4.20 supports the generally strong agreement with this statement, and the standard deviation of 1.104 reflects moderate variation in views, possibly influenced by personal experiences or varying definitions of academic performance. *A head teacher observed that “students whose parents have higher education levels tend to excel because these parents understand academic expectations and create an environment conducive to learning. They often help with homework, emphasize discipline, and encourage academic excellence, which motivates children to perform better.” This statement reflects the critical influence of parental education in shaping students’ academic attitudes and behaviors. (KM005)*

Concerning the statement “Parents with higher education provide more effective academic guidance to their children,” the responses once again indicate high levels of agreement. A majority of 97 respondents (53.6%) agreed, while 58 (32.0%) strongly agreed, totaling 85.6% in support of this idea. This finding suggests that higher-educated parents are perceived to have better skills, knowledge, or attitudes conducive to guiding their children academically whether by assisting with assignments, setting academic goals, or encouraging good study habits. Only a small proportion expressed disagreement, with 3 respondents (1.7%) strongly disagreeing and 9 (5.0%) disagreeing, while 14 (7.7%) remained neutral. The mean of 4.09 and standard deviation of 0.861 suggest a consistent and positive perception, with limited variability. These results reinforce the value of parental education in creating a supportive academic environment at home that translates into better performance outcomes for students. *A head teacher noted, “Educated parents are generally more involved in their children’s schooling. They attend meetings, communicate regularly with teachers, and advocate for their children’s needs, which results in improved student motivation and performance.”*

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*This highlights how parental education fosters a participatory culture that supports student success beyond the classroom. (KM006)*

With the statement “The educational background of parents influences the value placed on education in the family,” the results are slightly more mixed, though still leaning toward agreement. A total of 94 respondents (51.9%) agreed and 35 (19.3%) strongly agreed, suggesting that 71.2% of respondents acknowledged the influence of parental education on shaping household attitudes toward the importance of schooling. However, the level of disagreement was slightly more pronounced here, with 3 (1.7%) strongly disagreeing and 25 (13.8%) disagreeing. An additional 24 respondents (13.3%) remained neutral, which could reflect variability in family dynamics, socio-cultural factors, or exposure to other influences such as community or religious values. The mean score of 3.73 suggests moderate agreement, and the standard deviation of 0.981 indicates a somewhat wider range of opinions compared to other items. This may imply that while many households do align educational value with parental background, this relationship is not universally consistent, possibly due to differing parental roles or priorities unrelated to education. *A head teacher explained, “Parents with limited education often lack awareness of academic demands and the importance of school attendance and study habits. This gap sometimes leads to poor supervision at home and lower motivation among students, affecting their engagement and academic results.” This points to the role of parental knowledge as a key factor influencing student commitment to education (KM007)*

The statement “Parental education level affects students’ motivation to excel in their studies” drew one of the strongest endorsements among all items. A significant 100 respondents (55.2%) strongly agreed and 62 (34.3%) agreed, totaling 89.5% who recognized that the educational status of parents has a motivational effect on learners. This implies that children with well-educated parents are more likely to be inspired by their parents’ achievements, expectations, or academic involvement, and thus strive to meet high academic standards themselves. In contrast, only 5 (2.8%) strongly disagreed, 1 (0.6%) disagreed, and 13 (7.2%) were neutral, indicating minimal dissent. The mean score of 4.39, the highest among all statements in the table, reflects a strong consensus, and the standard deviation of 0.866 indicates limited variability. These findings underscore the powerful psychological and behavioral influence of parents’ academic attainment on their children’s educational drive and ambition.

**Table 4.5: Relationship between parents’ educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

Correlations		
	Academic performance of students	Parents’ educational attainment

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Academic performance of students	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	181	181
Parents' educational attainment	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	181	181
**. Correlation is significant at the 0.05 level (2-tailed).			

Source: Primary Data, 2025

The Pearson correlation coefficient of 0.751 indicates a robust positive relationship, demonstrating that higher levels of parental education are closely linked with better academic performance among students. This relatively high correlation coefficient suggests that parental educational attainment is a critical factor in shaping student achievement. The statistical significance of this correlation is affirmed by a p-value of 0.000, which is well below the conventional threshold of 0.05. This means we confidently reject the null hypothesis that there is a significant association between parents' educational attainment and students' academic performance. The extremely low p-value confirms that the observed strong relationship is not due to random chance but reflects a true correlation in the population.

4.4 Descriptive statistics on parents' occupational status and the academic performance of students

Table 4.6 Descriptive statistics on parents' occupational status and the academic performance of students

Where 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

Parents' occupational status	1	2	3	4	5	Mean	S.DIV
Parents with stable employment contribute positively to their children's academic performance.	16 (8.8%)	7 (3.9%)	7 (3.9%)	71 (39.2%)	80 (44.2%)	4.06	1.198
The nature of parents' occupation affects the time they spend supporting their children's education.	7 (3.9%)	2 (1.1%)	19 (10.5%)	100 (55.2%)	53 (29.3%)	4.05	0.890
Parents engaged in professional or skilled jobs provide better learning environments at home.	6 (3.3%)	26 (14.4%)	24 (13.3%)	90 (49.7%)	35 (19.3%)	3.67	1.048
Occupational status of parents influences the availability of educational resources for students.	6 (3.3%)	2 (1.1%)	14 (7.7%)	62 (34.3%)	97 (53.6%)	4.34	0.920

Source: Primary Data, 2025

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Starting with the statement “Parents with stable employment contribute positively to their children’s academic performance,” the findings clearly indicate that a large majority of respondents believe that job stability among parents has a beneficial effect on students’ academic outcomes. Out of 181 respondents, 80 (44.2%) strongly agreed and 71 (39.2%) agreed, bringing the combined positive responses to an overwhelming 83.4%. These figures suggest that stable employment likely enables parents to provide consistent financial, emotional, and logistical support for their children’s education whether through the timely provision of school fees, regular presence at home, or reduced stress levels in the household. On the other hand, only 16 respondents (8.8%) strongly disagreed, 7 (3.9%) disagreed, and another 7 (3.9%) remained neutral, indicating that a minority either did not observe this correlation or believed other factors might override the role of employment stability. The mean score of 4.06 reflects a strong level of agreement, while the standard deviation of 1.198 points to moderate variability in responses. This variation may reflect the diverse employment situations in Bushenyi District, where some parents with unstable or informal jobs may still find ways to actively support their children’s learning. *A head teacher stated, “Parents in stable occupations such as civil service or business can provide regular academic support and a stable home environment, which helps children focus on their studies. These jobs often allow parents to allocate time and resources for school-related activities.” This underlines the importance of job security and work-life balance in parental involvement. (KM008)*

For the statement “The nature of parents’ occupation affects the time they spend supporting their children's education,” the data shows that most respondents acknowledged the influence of job demands on parental involvement in education. Specifically, 100 respondents (55.2%) agreed and 53 (29.3%) strongly agreed, indicating that 84.5% believed that the type of job a parent holds directly shapes how much time and attention they can give to their children’s academic needs. Whether parents are employed in time-demanding roles such as shift work or long-distance jobs, or enjoy flexible schedules in office-based or self-managed professions, these occupational characteristics appear to have a tangible impact on their availability to help with homework, attend school meetings, or monitor academic progress. Only 7 (3.9%) strongly disagreed, 2 (1.1%) disagreed, and 19 (10.5%) remained neutral, which suggests a general consensus with few conflicting views. The mean score of 4.05 and standard deviation of 0.890 indicate a solid agreement across responses with relatively low variability. These findings highlight the importance of work-life balance and family-friendly employment policies as indirect tools for improving student performance. *A Head Teacher remarked, “Children of farmers or unemployed parents sometimes face challenges due to inconsistent support or financial constraints. Their academic performance is often lower compared to children of parents in skilled professions, where resources and supervision are more consistent.” This distinction highlights occupational status as a significant factor influencing educational equity. (KM009)*

Regarding the statement “Parents engaged in professional or skilled jobs provide better learning environments at home,” the responses were more mixed but still leaned toward agreement. Out of all respondents, 90 (49.7%) agreed

and 35 (19.3%) strongly agreed, totaling 69% who believed that professionally employed parents are more likely to offer conducive educational settings at home, possibly through access to books, quiet study spaces, internet connectivity, and academic supervision. However, this item also attracted a relatively higher level of disagreement, with 6 respondents (3.3%) strongly disagreeing, 26 (14.4%) disagreeing, and 24 (13.3%) remaining neutral. These mixed reactions may stem from the existence of skilled laborers or professionals who, despite their job classification, may have limited time or resources due to other constraints. The mean of 3.67 shows a moderate level of agreement, while the standard deviation of 1.048 reflects considerable variability in perception. This suggests that while occupation type matters, it is not the sole determinant of a child’s learning environment, and other factors such as parenting style, family culture, or external educational support may also play a role. A head teacher *pointed out*, “*Long working hours or work that takes parents away from home reduce opportunities for supervision and involvement in children’s academic activities, which can negatively impact performance.*” *This reflects how occupational commitments can limit parents’ capacity to support education effectively. (KM010)*

The statement “Occupational status of parents influences the availability of educational resources for students” received strong support from the respondents. A total of 97 (53.6%) strongly agreed and 62 (34.3%) agreed, which translates into a compelling 87.9% in favor of the assertion that parents’ job status significantly affects the level of educational materials and opportunities they can provide. Only 6 (3.3%) strongly disagreed, 2 (1.1%) disagreed, and 14 (7.7%) were neutral, indicating very limited opposition. The mean score of 4.34 was among the highest in this table, signaling robust agreement, while the standard deviation of 0.920 suggests a relatively consistent trend among respondents. A head teacher *shared*, “*Professional and skilled jobs tend to provide parents with more predictable schedules and higher incomes, enabling them to support learning by purchasing materials and supervising homework.*” *This indicates that occupational type influences not only financial resources but also the quality of parental academic support. (KM0011)*

**Table 4.7 : Relationship between parents’ occupational status and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

<b>Correlations</b>			
		Academic performance of students	Parents’ occupational status
Academic performance of students	Pearson Correlation	1	.691**
	Sig. (2-tailed)		.000
	N	181	181

Parents' occupational status	Pearson Correlation	.691**	1
	Sig. (2-tailed)	.000	
	N	181	181
**. Correlation is significant at the 0.05 level (2-tailed).			

Source: Primary Data, 2025

The Pearson correlation coefficient of 0.691 indicates a substantial positive relationship, meaning that students whose parents have stable, professional, or skilled occupations tend to perform better academically. This relatively high correlation suggests that parents' occupational status is an important factor linked to the academic success of students. The significance of this correlation is further supported by a p-value of 0.000, which is well below the 0.05 threshold, allowing us to reject the null hypothesis that there is a significant relationship between parents' occupational status and students' academic performance. The very low p-value confirms that the association observed is unlikely to have occurred by chance and is statistically meaningful.

4.5 Descriptive statistics on school support systems and students' academic performance

Table 4.8: Descriptive statistics on school support systems and students' academic performance

Where 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

School support systems	1	2	3	4	5	Mean	S.DIV
School support systems (counseling, mentoring) help students overcome socio-economic challenges.	12 (6.6%)	4 (2.2%)	11 (6.1%)	71 (39.2%)	83 (45.9%)	4.15	1.090
Participation in school extracurricular activities improves academic outcomes for disadvantaged students.	1 (0.6%)	8 (4.4%)	14 (7.7%)	99 (54.7%)	59 (32.6%)	4.14	0.783
Schools provide sufficient academic support to students from low socio-economic backgrounds.	4 (2.2%)	24 (13.3%)	22 (12.2%)	96 (53.0%)	35 (19.3%)	3.74	0.991
School-community partnerships help mitigate the negative effects of low parental socio-economic status.	3 (1.7%)	3 (1.7%)	15 (8.3%)	67 (37.0%)	93 (51.4%)	4.35	0.834
School support systems (counseling, mentoring) help	12 (6.6%)	4 (2.2%)	11 (6.1%)	71 (39.2%)	83 (45.9%)	4.15	1.090



students overcome socio-economic challenges.							
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**Source: Primary Data, 2025**

Starting with the statement “School support systems (counseling, mentoring) help students overcome socio-economic challenges,” the findings clearly show that most respondents acknowledged the critical role such systems play in mitigating barriers to academic success. Out of 181 respondents, 83 (45.9%) strongly agreed and 71 (39.2%) agreed, amounting to a significant 85.1% expressing positive views. This high level of agreement indicates that counseling and mentoring programs are perceived as effective tools for addressing non-academic issues like poverty-related stress, emotional instability, and lack of parental support factors that often hinder learning. Meanwhile, 12 respondents (6.6%) strongly disagreed, 4 (2.2%) disagreed, and 11 (6.1%) remained neutral. These dissenting views may stem from personal experiences in schools where such services are limited, underutilized, or inconsistently provided. The mean score of 4.15 reflects strong overall agreement, while the standard deviation of 1.090 shows a moderate level of variability in perceptions. This suggests that while support systems are widely valued, their impact may differ based on implementation quality or student access in specific schools within Bushenyi District. *The Deputy Head Teacher explained, “Our school offers various support mechanisms including mentoring programs, counseling services, remedial classes, and feeding schemes aimed at addressing socio-economic challenges faced by students.” This diversity in support services is designed to create a more equitable learning environment. (KM012)*

Next, for the statement “Participation in school extracurricular activities improves academic outcomes for disadvantaged students,” the responses further reinforce the significance of holistic school engagement in academic development. An overwhelming majority of 99 respondents (54.7%) agreed and 59 (32.6%) strongly agreed, combining to 87.3% who supported the idea that extracurricular involvement such as in sports, clubs, or school leadership can help bridge academic performance gaps among socio-economically disadvantaged students. Only 1 respondent (0.6%) strongly disagreed, 8 (4.4%) disagreed, and 14 (7.7%) were neutral. These very low disagreement rates reflect a broad understanding that extracurricular programs help students develop soft skills, confidence, time management, and a sense of belonging, all of which can translate into better academic engagement. The mean of 4.14 and a standard deviation of 0.783 reflect not only strong consensus but also a high level of consistency in respondents’ views across the schools studied. *A head teacher observed, “School-based support programs have improved attendance and academic outcomes among students from low socio-economic backgrounds, though limited funding sometimes restricts their reach.” This suggests that while support systems are beneficial, sustainability and scale remain challenges. (KM013)*

Regarding the statement “Schools provide sufficient academic support to students from low socio-economic backgrounds,” the data shows a relatively lower but still positive level of agreement. Out of the total respondents, 96

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(53.0%) agreed and 35 (19.3%) strongly agreed, totaling 72.3% who felt that schools make a considerable effort to support underprivileged students academically. However, this item had the highest disagreement rate in the table, with 24 (13.3%) disagreeing and 4 (2.2%) strongly disagreeing. Additionally, 22 respondents (12.2%) remained neutral, possibly indicating perceived inconsistency or inadequacy in school programs targeting disadvantaged students. The mean score of 3.74 suggests moderate agreement, and the standard deviation of 0.991 reveals a broader spread of opinions. These mixed views could stem from resource disparities between schools or differences in program implementation, suggesting that while some schools are doing well, others may be falling short in meeting the needs of vulnerable learners. *A head teacher noted, "Students from poor or less educated families gain the most from mentoring and feeding programs, which help compensate for deficits at home and encourage continued school participation." This confirms the crucial role of school interventions in leveling the playing field. (KM014)*

In relation to the statement "School-community partnerships help mitigate the negative effects of low parental socio-economic status," responses indicate strong confidence in the role of collaborative approaches. A majority of 93 respondents (51.4%) strongly agreed, and 67 (37.0%) agreed, combining for a total of 88.4% who acknowledged the positive influence of school-community linkages such as partnerships with NGOs, religious institutions, or local leaders in supporting students from economically challenged families. Only 3 (1.7%) strongly disagreed, 3 (1.7%) disagreed, and 15 (8.3%) remained neutral. The mean score of 4.35 is the highest among all items in the table, highlighting the prominence of school-community collaboration as a support mechanism. The relatively low standard deviation of 0.834 suggests a consistent agreement across the respondents, possibly because of ongoing community involvement in many schools within the district, such as donation programs, mentorship drives, or school-based health services. *The Social Services Committee member highlighted, "Challenges such as insufficient funding, limited trained staff, and inadequate facilities often hamper the full effectiveness of school support programs." These systemic issues underscore the need for increased investment and capacity building to optimize support delivery. (KM015)*

**Table 4.9: Moderating role of school support systems on the relationship between parents' socio-economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District.**

**Model Summary**

R	R <sup>2</sup>	MSE	F	df1	df2	p
0.7212	0.5201	5.8723	63.2284	3.0000	177.0000	0.0000

Source: Primary Data, 2025

The model summary shows a moderate to strong correlation coefficient (R) of 0.7212, which implies that when school support systems are considered, the model accounts for a stronger relationship between the independent and dependent variables. The R<sup>2</sup> value of 0.5201 indicates that approximately 52.01% of the variance in students' academic performance can be jointly explained by parents' socio-economic status, school support systems, and their interaction

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(moderation). The Mean Squared Error (MSE) of 5.8723 is acceptable in educational research, suggesting reasonable predictive accuracy. The F-statistic of 63.2284 with a p-value of 0.0000 confirms that the overall regression model is statistically significant, and we reject the null hypothesis that there is no relationship among the variables.

**Table 4.10: Regression Coefficients**

**Regression Coefficients**

Variable	Coeff.	SE	t	p	LLCI	ULCI
Constant	1.2145	0.7352	2.6520	0.0205	0.2370	2.6659
parents' socio-economic status	0.6884	0.1983	3.4728	0.0007	0.2969	1.0799
school support systems	0.5531	0.1439	3.8432	0.0002	0.2697	0.8366
Int_1	0.0349	0.0157	2.2223	0.0274	0.0039	0.0659

**Source: Primary Data, 2025**

Focusing on the regression coefficients, the results indicate that parents' socio-economic status (SES) is a significant predictor of students' academic performance, with a coefficient of 0.6884 and a p-value of 0.0007, which is below the 0.05 significance threshold. This means we reject the null hypothesis and conclude that SES significantly influences academic performance. Students from households with higher SES tend to perform better, likely due to increased access to educational resources, stable home environments, and supportive academic expectations.

**Table 4.11: Conditional Effects of the Focal Predictor at Values of the Moderator (School Support Systems)**

School Support Systems	Effect	SE	t	p-value	LLCI	ULCI
15.5000	0.1578	0.0385	4.0990	0.0001	0.0819	0.2336
19.2500	0.2912	0.0423	6.8832	0.0000	0.2078	0.3746
23.0000	0.4025	0.0561	7.1711	0.0000	0.2918	0.5132

**Source: Primary Data, 2025**

The data in Table 4.11 illustrates the conditional effects of parents' socio-economic status on students' academic performance at different levels of school support systems. This means the analysis is examining how the strength of the relationship between parents' socio-economic status (SES) and academic performance changes depending on the extent or quality of school support provided. At a low level of school support (value = 15.5), the effect of parents' SES on academic performance is positive but relatively modest, with an effect size of 0.1578. The corresponding standard error (SE) is 0.0385, and the t-value of 4.0990 shows this effect is statistically significant, as confirmed by the very small p-value of 0.0001 (which is less than 0.05). The 95% confidence interval ranges from 0.0819 to 0.2336, indicating that we can be confident the true effect lies within this range and is reliably positive.

As the level of school support increases to a moderate level (value = 19.25), the effect of parents’ SES on academic performance increases substantially to 0.2912. This larger effect is again statistically significant, supported by an even higher t-value of 6.8832 and a p-value effectively equal to zero. The confidence interval from 0.2078 to 0.3746 confirms that the effect is both meaningful and precise. This shows that moderate school support nearly doubles the positive influence of parental socio-economic status on student academic outcomes compared to the low support level. At a high level of school support (value = 23), the effect reaches its strongest magnitude at 0.4025. The standard error increases slightly to 0.0561, but the effect remains highly statistically significant with a t-value of 7.1711 and a p-value of zero. The 95% confidence interval from 0.2918 to 0.5132 again confirms a robust positive effect.

**4.6 Descriptive statistics on students' academic performance**

**Table 4.12: Descriptive statistics on students' academic performance**

Where 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, 5 Strongly Agree

Students' academic performance	1	2	3	4	5	Mean	S.DIV
Students from families with higher income tend to perform better academically at UCE level.	3 (3.8%)	2 (2.5%)	3 (3.8%)	37 (46.3%)	35 (43.8%)	4.08	1.11
Parental educational attainment positively influences students' academic performance.	2 (2.5%)	2 (2.5%)	8 (10.0%)	45 (56.3%)	23 (28.7%)	4.06	0.86
Students whose parents have stable occupations generally show better academic results.	2 (2.5%)	12 (15.0%)	8 (10.0%)	39 (48.8%)	19 (23.8%)	3.75	1.06
Students from low-income families face challenges that negatively affect their academic results.	2 (2.5%)	1 (1.3%)	6 (7.5%)	33 (41.3%)	38 (47.5%)	4.31	0.84
Parental involvement in school activities improves students' academic performance.	2 (2.5%)	7 (8.8%)	4 (5.0%)	14 (17.5%)	53 (66.3%)	4.36	1.07
Students from families with higher income tend to perform	1 (1.3%)	3 (3.8%)	7 (8.8%)	32 (40.0%)	37 (46.3%)	4.29	0.85



better academically at UCE level.							
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**Source: Primary Data, 2025**

Starting with the statement, “Students from families with higher income tend to perform better academically at UCE level,” the data indicated a strong consensus among respondents that financial stability at home positively influenced academic performance. Out of 80 students, 37 (46.3%) agreed and 35 (43.8%) strongly agreed with the statement, amounting to 82.5% affirming this view. This high level of agreement suggested that students from wealthier families benefitted from greater access to learning resources, tuition support, and conducive study environments. Conversely, only 3 (3.8%) strongly disagreed, 2 (2.5%) disagreed, and 3 (3.8%) remained neutral, indicating that a small minority of respondents believed that income was not a decisive factor in academic success. The mean score of 4.08 reflected a generally high level of agreement, while the standard deviation of 1.11 suggested moderate variability, likely influenced by individual differences in home support, school environment, or personal motivation among students.

The second statement, “Parental educational attainment positively influences students' academic performance,” similarly received strong support from respondents. A total of 45 (56.3%) agreed and 23 (28.7%) strongly agreed, together accounting for 85% of the sample. Only 2 (2.5%) strongly disagreed, 2 (2.5%) disagreed, and 8 (10.0%) remained neutral. This indicated that most respondents perceived parental education as a significant factor in shaping student learning outcomes, possibly through guidance, supervision, and encouragement of academic endeavors. The mean score of 4.06 and a relatively low standard deviation of 0.86 suggested consistent agreement across respondents, with minor variability reflecting differences in parental involvement or educational background.

Regarding the statement, “Students whose parents have stable occupations generally show better academic results,” 39 (48.8%) agreed and 19 (23.8%) strongly agreed, totaling 72.6% in agreement. A notable minority of respondents, 12 (15.0%) disagreed, and 2 (2.5%) strongly disagreed, while 8 (10.0%) remained neutral. This distribution suggested that while occupational stability was generally perceived as beneficial for student performance, variability in agreement reflected cases where income or stability did not directly translate into better academic outcomes. The mean of 3.75 indicated moderate to high agreement, whereas the standard deviation of 1.06 pointed to moderate dispersion in responses, highlighting differing household circumstances or school support mechanisms.

The fourth statement, “Students from low-income families face challenges that negatively affect their academic results,” received overwhelming agreement from respondents. A combined 71 (88.8%) either agreed (33, 41.3%) or strongly agreed (38, 47.5%), indicating recognition of the difficulties faced by students from economically disadvantaged households. Only 2 (2.5%) strongly disagreed, 1 (1.3%) disagreed, and 6 (7.5%) were neutral. The mean of 4.31 reflected a high level of concurrence, and the relatively low standard deviation of 0.84 suggested that

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most respondents shared a similar perspective, emphasizing the consistent impact of poverty on academic performance in the study context. These findings underscored the need for targeted support interventions for low-income students to improve learning outcomes.

For the statement, “Parental involvement in school activities improves students’ academic performance,” a substantial majority agreed, with 14 (17.5%) agreeing and 53 (66.3%) strongly agreeing, together making 83.8% in favor. A small portion of respondents either disagreed (7, 8.8%), strongly disagreed (2, 2.5%), or remained neutral (4, 5.0%). This high level of agreement indicated that active parental engagement in school functions, meetings, and academic monitoring was perceived to enhance student motivation and performance. The mean of 4.36 reflected a very high level of endorsement, while the standard deviation of 1.07 indicated moderate variability, possibly reflecting differences in the level of parental engagement among respondents’ families.

The statement, “Access to adequate learning resources positively impacts students’ academic performance,” also received strong support. A total of 32 (40.0%) agreed and 37 (46.3%) strongly agreed, making 86.3% of respondents affirming the statement. Only 1 (1.3%) strongly disagreed, 3 (3.8%) disagreed, and 7 (8.8%) were neutral, showing that the vast majority recognized the critical role of textbooks, teaching aids, and learning materials in academic achievement. The mean of 4.29 and standard deviation of 0.85 reflected high agreement with minimal variability, suggesting a uniform perception of the importance of learning resources across the student sample. These findings implied that enhancing resource availability could significantly improve academic outcomes and reduce disparities among students.

**Table 4.13: Multiple Linear Regression analysis between Parents’ income, Parents’ educational attainment, Parents’ occupational status and students' academic performance**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 <sup>a</sup>	.588	.581	2.242
a. Predictors: (Constant), Parents’ income, Parents’ educational attainment, Parents’ occupational status				

**Source Primary Data, 2025**

The model summary shows a correlation coefficient (R) of 0.767, indicating a strong positive relationship between the combined independent variables (parents’ income, educational attainment, and occupational status) and students’ academic performance. The R Square value of 0.588 suggests that approximately 58.8% of the variance in students’ academic performance can be explained by the three parental factors included in the model. The adjusted R Square of 0.581 confirms that even after accounting for the number of predictors, the model still explains a substantial proportion

of the variation in academic outcomes. The standard error of the estimate, 2.242, provides an indication of the average distance that the observed values fall from the regression line, which is reasonably low for educational research data.

**Table 4.14: Coefficients**

<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.625	.757		3.467	.001
	Parents' occupational status	.113	.135	.290	2.839	.003
	Parents' educational attainment	.589	.118	.483	5.001	.000
	Parents' income	.277	.136	.228	2.039	.043

a. Dependent Variable: Academic performance of students

**Source Primary Data, 2025**

The constant term (intercept) is 2.625 with a p-value of 0.001, which is statistically significant and suggests that when all the independent variables are held at zero, the baseline academic performance would be 2.625. More importantly, parents' occupational status has a coefficient of 0.113 and a p-value of 0.003, which is less than the conventional significance level of 0.05. This means we reject the null hypothesis and conclude that parents' occupational status is statistically significant in predicting academic performance. It implies that students whose parents have stable or higher-status occupations are more likely to perform better academically, possibly due to better exposure to supportive educational environments and resources.

Parents' educational attainment has the highest impact among the three predictors, with an unstandardized coefficient of 0.589, a standardized beta of 0.483, and a p-value of 0.000, indicating a highly statistically significant relationship. Since the p-value is far below 0.05, we reject the null hypothesis and conclude that parents' educational attainment has a strong and statistically significant influence on students' academic outcomes. This suggests that when parents are more educated, they are likely to provide a more conducive learning environment, assist with academic work, and instill the value of education in their children.

Parents' income also demonstrates a significant effect, with a coefficient of 0.277, a standardized beta of 0.228, and a p-value of 0.043. This value is slightly below 0.05, allowing us to reject the null hypothesis and conclude that parents' income is statistically significant in influencing academic performance. Higher household income likely translates

into better access to academic resources such as books, tutoring, and a stable home environment, all of which are crucial for academic success.

**CHAPTER FIVE**

**DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

**5.0 Introduction**

This chapter discusses discussion of findings, conclusion and recommendations in relation to the study findings and study objectives as follows; the relationship between parents' socio-economic status and the academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda

**5.1 Findings of the Study**

**5.1.1 Relationship between parents' income and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

It was established that students from low-income households face persistent academic challenges due to financial hardships that interfere with their education. According to the head teacher, such students often lack essential scholastic materials, are sent home for unpaid fees, and sometimes attend school on an empty stomachs. These economic constraints lead to poor concentration, absenteeism, and reduced academic performance. This finding is consistent with the conclusions of Kigozi et al. (2022), who found that students from higher-income families in Uganda performed better due to their access to resources such as private tutoring, quality educational materials, and conducive learning environments. Similarly, Okumu et al. (2023) affirmed that wealthier parents in Kenya were able to provide better academic support systems, such as extra coaching and educational technology, which significantly enhanced their children's performance. This observation is supported by Bourdieu's (2021) Theory of Social Reproduction, which asserts that income inequality reproduces academic inequality by determining access to educational resources and opportunities.

It was revealed that learners from higher-income families had greater academic advantages because their parents could afford quality education services, including boarding schools, revision books, and paid tutoring. The deputy LCIII chairperson noted that in contrast, children from subsistence farming families were more likely to miss classes during peak agricultural seasons or drop out of school due to an inability to afford school fees. This reinforces findings by Tumwine (2021), who observed that students from wealthier families were more likely to attend better-resourced schools and benefit from enhanced home learning environments. Okumu et al. (2023) similarly noted that wealthier Kenyan households could invest in superior educational tools and services, resulting in improved academic outcomes. The evidence supports Social Capital Theory, which posits that higher parental income allows for greater investment in a child's educational development (DiMaggio, 2021).

**5.1.2 Relationship between parents’ educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

It was established that a considerable number of respondents strongly agreed that students whose parents possess higher education qualifications are more likely to succeed academically. This perception was widely supported and reflects a general recognition that parental education plays a crucial role in shaping student outcomes. The findings are in line with Kato and Tumwine (2022), who emphasized that highly educated parents often offer a more supportive home learning environment, provide academic mentorship, and cultivate habits that promote academic achievement. During the interviews, one interviewees (KM005,) explained that students with highly educated parents tend to excel because their parents are better positioned to understand academic requirements and support learning at home.

It was also established that educated parents are more effective in guiding and supporting their children's academic pursuits. Respondents affirmed that such parents tend to be more involved in their children's school life, including participating in school activities, monitoring academic progress, and maintaining communication with teachers. This aligns with Mugisha et al. (2021), who reported that educated parents are more engaged in their children's academic journey and often provide personalized assistance. A Social Services Committee member (KM006,) mentioned that educated parents attend school meetings regularly and advocate for their children’s academic needs, thereby improving overall student performance.

The study further found that parental educational attainment influences the value attached to education within households. It was established that in families where parents have higher levels of education, there is a stronger emphasis on the importance of schooling and academic success. This was observed in varying degrees, and some variations were attributed to cultural, socio-economic, and religious differences among households. A Town Clerk (KM007, 16/08/2025) commented that parents with little education often do not fully grasp the demands of formal education, which sometimes leads to insufficient supervision and reduced motivation among students.

It was established that parental educational attainment has a strong influence on students’ motivation to succeed in school. Educated parents were perceived to set higher academic expectations and serve as role models for their children. This supports the theoretical framework of cultural capital as proposed by Bourdieu, which emphasizes that children inherit academic values and behaviors from their parents. Supporting studies by Mugisha et al. (2021) and Okumu et al. (2023) confirm that students whose parents are educated tend to show greater academic enthusiasm and ambition.

**5.1.3 Relationship between parents’ occupational status and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

It was established that parents with stable employment contribute positively to their children’s academic performance. A considerable number of respondents indicated that stable job situations, such as permanent positions in civil service or consistent business engagements, enable parents to provide steady financial and emotional support. This stability was seen as crucial for timely payment of school fees, provision of educational materials, and maintaining a calm and supportive home environment, all of which are conducive to academic success. The study findings underscore that parents’ job security allows them to allocate adequate time and resources toward their children’s schooling. This was echoed by key informants who observed that parents in stable professions are better able to balance work and family life, thereby enhancing their capacity to support children’s academic needs (KM008, 16/08/2025). These findings are consistent with Opio and Kato (2021), who noted that parental job stability is linked to better academic outcomes due to increased financial resources and emotional support.

It was also established that the nature of parents’ occupations affects the amount of time they can dedicate to supporting their children’s education. Respondents widely acknowledged that jobs requiring long hours, shift work, or travel limit parental availability for activities such as helping with homework, attending school meetings, or monitoring academic progress. Conversely, parents engaged in flexible or less time-demanding professions were perceived to be more present and involved in their children’s academic lives. This variation highlights how occupational demands directly influence parental involvement, which is a critical factor in students’ academic outcomes. The importance of work-life balance and family-friendly employment conditions emerged as a significant theme for promoting better educational support at home (KM009, 16/08/2025). These results support the observations by Wamala and Nsubuga (2022), who emphasized that occupational demands shape parents’ availability and involvement in their children’s schooling.

Regarding the quality of the learning environment, it was established that parents engaged in professional or skilled occupations generally provide better home learning conditions for their children. These parents were reported to have access to resources such as books, quiet study spaces, and technology, and are often more capable of supervising and guiding their children’s study habits. However, this perception was somewhat mixed, with some respondents noting that even among professional parents, work commitments could reduce direct involvement in academic support. This finding suggests that while occupational status influences the home learning environment, it interacts with other factors such as parenting style, family dynamics, and external educational support mechanisms (KM010, 16/08/2025). These findings correspond with Namyalo et al. (2022), who argued that occupational status impacts the home environment but is not the sole determinant of academic support.

Furthermore, it was established that the occupational status of parents strongly influences the availability of educational resources for students. A majority of respondents agreed that parents in professional or skilled jobs are more able to provide essential academic materials and opportunities, including stationery, tutoring, and access to digital learning tools. This ability to supply adequate resources was seen as a vital factor in enhancing students' academic performance and motivation. The study emphasized that occupational status not only affects financial capacity but also affects how parents engage with and prioritize their children's education (KM011, 16/08/2025). This finding reinforces prior research by Opio and Kato (2021) and Wamala and Nsubuga (2022), which found that higher occupational status correlates with increased provision of educational resources and academic support.

**5.1.4 Moderating role of school support systems on the relationship between parents' socio-economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District.**

It was established that the findings of this study strongly support the existing literature on the critical moderating role of school support systems in the relationship between parents' socio-economic status (SES) and students' academic performance. While parental SES remains a key factor influencing academic outcomes by providing necessary financial resources, stable home environments, and academic expectations, it was established that the presence and quality of school support systems significantly shape how this socio-economic advantage translates into student success. This nuanced relationship demonstrates that SES alone does not fully determine academic performance without considering the role schools play in supporting students.

It was further established that these findings align closely with the study by Okello and Matovu (2021), who highlighted that school support services such as after-school tutoring, counseling, and teacher mentorship serve as vital mechanisms that help students from lower SES backgrounds overcome resource limitations at home. The current study established that in Bushenyi District, higher levels of school support substantially increase the positive impact of parental SES on academic performance, suggesting that school interventions amplify the benefits associated with higher socio-economic status and help buffer disadvantages for less privileged students.

It was established that the findings resonate with Tumwine et al. (2022), who emphasized that comprehensive school-based interventions, including academic counseling and social-emotional support, can offset the negative effects of low parental SES. This study confirmed that students in schools with stronger support systems experience a more robust relationship between parental SES and academic outcomes, reinforcing the idea that effective school support acts synergistically with family resources to improve educational success.

It was also established that despite challenges noted in rural settings like Bushenyi District such as limited financial and infrastructural resources for school support moderate improvements in school support systems can still meaningfully enhance the influence of parental SES on academic achievement. This underscores the need for targeted

investments in school support infrastructure in rural areas to optimize student outcomes and reduce educational disparities.

## **5.2 Conclusions**

### **5.2.1 Relationship between parents' income and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

It was concluded that the income level of parents significantly determines the academic trajectory of their children. The head teacher emphasized that learners from low-income families face frequent interruptions in their academic programs due to inability to pay school fees, inadequate learning materials, and hunger, which collectively diminish concentration and school attendance. This conclusion resonates with Kigozi et al. (2022), who found that income disparity translates directly into unequal access to academic resources and opportunities. Furthermore, Bourdieu's (2021) theory of social reproduction supports this conclusion by affirming that economic capital is often transformed into academic capital through the provision of private tutors, access to digital resources, and a stable learning environment, thereby amplifying performance among students from high-income families.

It was concluded that students whose parents earn higher incomes have a better chance at succeeding academically due to their ability to pay for private schools, remedial classes, and educational technologies. According to the deputy LCIII chairperson, such parents often relocate their children to better-performing urban schools or invest in additional learning support. Conversely, students from lower-income families are frequently withdrawn from school during farming seasons to contribute to household labor, thus missing critical classroom instruction. These findings are consistent with Okumu et al. (2023), who concluded that household income not only affects educational access but also shapes long-term academic engagement and retention. The evidence reinforces the assertion by Tumwine (2021) that poverty is a leading barrier to sustainable academic excellence in rural Uganda.

### **5.2.2 Relationship between parents' educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

The study concluded that the level of parental education plays a pivotal role in shaping students' academic success by providing a more conducive and supportive learning environment at home. Parents with higher educational qualifications tend to have a deeper understanding of academic requirements and are thus better equipped to guide their children through the challenges of schooling. This enhanced guidance often manifests in the form of academic mentorship, helping students develop effective study habits, problem-solving skills, and a positive attitude toward learning. The findings suggest that educated parents are more likely to engage in meaningful educational activities with their children, such as assisting with homework and encouraging intellectual curiosity. Such engagement not only improves the students' comprehension and performance but also fosters confidence and resilience, which are essential for academic achievement. This conclusion aligns with previous research highlighting the benefits of parental education as a critical resource that empowers families to support their children's educational journey.

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It was further concluded that parental educational attainment significantly influences the degree of parental involvement in school-related activities, which in turn impacts student outcomes positively. The study found that parents with higher education levels are more active participants in their children’s schooling; they regularly attend parent-teacher meetings, stay informed about academic progress, and maintain communication with teachers and school administrators. This heightened involvement allows educated parents to advocate effectively for their children’s academic needs, address challenges promptly, and foster collaboration between home and school environments. Such engagement not only improves monitoring and support but also signals to students that their education is valued, which can motivate them to perform better. In contrast, parents with lower educational levels were often less involved due to limited understanding of the school system or perceived barriers, which sometimes led to reduced academic support for their children. Therefore, fostering mechanisms to increase parental involvement across all educational backgrounds could be vital in improving academic outcomes for students.

The study also concluded that the educational attainment of parents strongly influences the cultural value attached to education within households, which profoundly affects students’ motivation and ambition. Families where parents have attained higher education tend to emphasize the importance of academic success and cultivate an environment where education is seen as a priority and a pathway to future opportunities. Educated parents often set higher expectations for their children’s academic performance and serve as role models who embody the benefits of education, thereby inspiring students to adopt similar attitudes and aspirations. This cultural capital, as theorized by Bourdieu, is transmitted intergenerationally and plays a crucial role in motivating students to invest effort and maintain enthusiasm in their studies. Conversely, households with lower parental education levels may lack this strong academic culture, sometimes resulting in diminished motivation and insufficient supervision.

**5.2.3 Relationship between parents’ occupational status and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

It was concluded that parents’ occupational status plays a critical and multifaceted role in shaping the academic success of students. The study demonstrated that stable employment among parents provides not only financial security but also emotional and logistical support necessary for children to perform well academically. Job stability was found to enable parents to consistently meet school-related financial obligations, such as fees and educational materials, and maintain a stable home environment that minimizes stress and distractions for students. Therefore, employment stability is a key determinant in creating conditions favorable to learning and academic achievement.

Furthermore, it was concluded that the nature and demands of parents’ occupations significantly influence the amount of time and attention parents can dedicate to their children’s education. Occupations that require long or irregular hours, travel, or physically demanding labor often reduce parental availability for essential academic support activities,

such as helping with homework or attending school meetings. In contrast, parents with more flexible or predictable work schedules are better positioned to be actively involved in their children’s schooling. This dynamic underscores the importance of occupational factors in enabling or constraining parental involvement, which is a well-established predictor of student success.

The study also concluded that parents engaged in professional or skilled occupations tend to provide more conducive home learning environments. Such parents are more likely to have access to educational resources, including books, technology, and quiet study spaces, and to supervise their children’s academic activities effectively. However, this relationship is not absolute, as other factors like work commitments and family dynamics can affect the quality of support provided at home. This suggests that while occupational status influences the learning environment, holistic approaches considering multiple dimensions of family life are necessary to fully understand and enhance student performance.

**5.2.4 Moderating role of school support systems on the relationship between parents’ socio-economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District.**

It was concluded that parents’ socio-economic status (SES) significantly influences students’ academic performance, but this influence is substantially affected by the presence and quality of school support systems. Specifically, it was concluded that school support systems act as a crucial moderator that enhances or buffers the effects of parental SES on academic outcomes. Students from higher SES families tend to perform better academically, largely due to greater access to resources and stable home environments. However, the study concluded that when schools provide strong support through academic mentoring, counseling, extracurricular activities, and emotional support the positive impact of parental SES on student achievement is significantly strengthened.

It was also concluded that school support systems help bridge the gap for students from lower socio-economic backgrounds, enabling them to achieve better academic results despite economic disadvantages. This indicates that effective school support can mitigate some of the barriers caused by low parental SES and provide a more equitable learning environment. Furthermore, the study concluded that the combined influence of parental SES and school support systems explains a substantial portion of the variation in student academic performance, emphasizing the importance of integrated approaches involving both family and school factors.

**5.3 Recommendations**

**5.3.1 Relationship between parents’ income and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

It is recommended that the government and non-governmental organizations increase funding for bursaries, scholarships, and school feeding programs targeting students from low-income families. As established in KM001 and KM002, financial constraints significantly hinder consistent attendance and performance. This aligns with Okumu

et al. (2023), who emphasize that equity-focused interventions are key to improving academic access and retention among disadvantaged learners.

Based on conclusions in KM003 and KM004, there is a need to promote adult literacy and parental education programs in the community. Educated parents are able to supervise homework, attend school meetings, and provide academic guidance. Local governments and NGOs should invest in community-based adult learning centers to enhance parents' educational capacities and improve the learning environment at home.

In response to findings in KM001, KM002, and KM006, it is recommended that community development programs focus on enhancing household income through agricultural value addition, vocational training, and small-scale enterprise support. Increasing the financial capacity of families enables them to consistently provide for school needs. This approach also reduces the incidence of child labor during planting and harvesting seasons.

**5.3.2 Relationship between parents' educational attainment and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

To maximize the positive influence of parental educational attainment on student performance, it is essential to implement targeted programs aimed at increasing parents' knowledge about the importance of education and ways to support their children academically. Schools and community organizations should organize workshops and training sessions that equip parents especially those with limited formal education with practical skills on how to assist with homework, create a supportive home learning environment, and understand the academic curriculum. By empowering parents with this knowledge, even those without higher education can become more effective academic mentors and advocates for their children, reducing educational disparities caused by differences in parental education levels.

Efforts should be made to foster stronger collaboration between schools and parents across all educational backgrounds to encourage more active parental participation in school activities. Schools can establish parent-teacher associations, regular communication channels, and inclusive engagement strategies that make it easier for all parents to attend meetings, monitor academic progress, and engage with teachers. Special attention should be given to overcoming barriers such as time constraints, language differences, or lack of awareness to ensure that less educated parents are not excluded. Providing flexible meeting times, using multiple communication platforms, and involving community leaders can help create a more inclusive environment where all parents feel valued and motivated to participate in their children's education.

To strengthen students' motivation and ambition, initiatives should focus on cultivating a culture that values education both at home and within the wider community. Schools, local governments, and community groups can run awareness campaigns highlighting the long-term benefits of education and showcasing role models from similar backgrounds

who have achieved academic success. Additionally, mentoring programs that connect students with educated adults and professionals can help bridge motivational gaps and provide tangible examples of the rewards of education. Supporting families with counseling and guidance services can also encourage the establishment of high academic expectations at home, regardless of parents' formal education levels.

**5.3.3 Relationship between parents' occupational status and the academic performance of students at UCE in selected public secondary schools in Bushenyi District.**

It is essential to design and implement community-based programs that raise awareness among parents about the importance of their role in their children's education, regardless of their occupational status. These programs should provide practical training on how parents can support learning at home, including effective supervision of homework, fostering positive study habits, and encouraging motivation. Special attention should be given to parents in unstable or demanding jobs, equipping them with strategies to maximize the quality of time spent with their children despite occupational constraints. Schools and local education authorities can partner with community organizations to deliver workshops, informational sessions, and home visits that build parents' capacity to contribute meaningfully to academic success.

Employers and policymakers should recognize the critical link between parental occupational demands and students' academic performance by advocating for more family-friendly work environments. This includes encouraging flexible working hours, remote work options where feasible, and leave policies that allow parents to attend school activities and support their children's education. Governments could enact labor laws that incentivize businesses to adopt such policies, especially in sectors with traditionally demanding or inflexible work patterns. Such interventions would help mitigate the negative effects of job demands on parental involvement and create conditions that allow parents to engage more fully in their children's academic development.

To address the disparities in access to learning materials and environments, targeted support should be provided to families where parents hold lower-status or unstable jobs. This could take the form of school-based resource centers that lend books, computers, and other educational tools, or community programs that offer subsidized tutoring and learning support. Local governments and NGOs might also develop scholarship programs or material assistance initiatives to ensure that financial constraints do not hinder students' academic progress. By directly addressing resource gaps, these efforts would help level the playing field for students whose parents may lack the economic means typically associated with higher occupational status.

Schools should actively work to engage parents from all occupational backgrounds through inclusive communication strategies and outreach efforts. This might involve scheduling flexible parent-teacher meetings outside traditional working hours, using multiple communication channels (SMS, phone calls, community meetings), and involving

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community leaders to encourage participation. Building trust and rapport with parents, especially those in demanding or informal employment, can help overcome barriers to involvement and encourage sustained engagement in their children's schooling. Training school staff on cultural sensitivity and the challenges faced by different occupational groups can also improve collaboration and support.

#### **5.3.4 Moderating role of school support systems on the relationship between parents' socio-economic status and students' academic performance at UCE in selected public secondary schools in Bushenyi District.**

It is essential for educational authorities and school management to prioritize the development and enhancement of school support systems. This includes establishing and improving academic advising, tutoring programs, mentorship schemes, counseling services, and extracurricular activities. Schools should provide targeted academic support, especially for students from lower socio-economic backgrounds, to help bridge the resource gap that exists outside the home. By creating a supportive and inclusive school environment, students are better equipped to overcome socio-economic challenges and improve their academic performance.

Schools should invest in training and deploying qualified counselors and mentors who can provide personalized guidance and emotional support to students. Counseling services should address academic, social, and emotional challenges, helping students navigate the pressures of school life and plan for their futures. Mentorship programs, where students are paired with teachers or senior peers, can foster motivation and resilience, particularly for those whose parents may have limited ability to support their education due to occupational or socio-economic constraints.

Efforts should be made to strengthen communication and partnerships between schools and parents or guardians. Schools can organize regular parent engagement sessions, workshops, and feedback forums that educate parents about how to support their children's learning regardless of socio-economic status. These partnerships enable parents to become active participants in the educational process and leverage school support systems effectively, creating a cohesive network that benefits the student.

#### **5.4 Areas for further research**

Further research is needed to investigate which particular elements of school support systems such as academic tutoring, emotional counseling, peer mentoring, or extracurricular engagement have the most significant impact on moderating the relationship between parental socio-economic status and student academic outcomes. Disaggregating these components can help identify targeted interventions that maximize benefits for students from various socio-economic backgrounds.

There is a need for longitudinal research that tracks students over time to better understand how changes in parents' socio-economic status and evolving school support systems jointly influence academic performance throughout

different educational stages. Such studies could provide deeper insights into the lasting effects and potential cumulative benefits of school support, as well as critical periods when interventions might be most effective.

Given that this study focused on Bushenyi District, which is predominantly rural, further research could compare how school support systems function in urban versus rural settings within Uganda. This would help clarify the contextual factors that affect the availability and effectiveness of school support and offer tailored policy recommendations for different environments.

Future studies could examine how teacher qualifications, training, and attitudes influence the quality and delivery of school support systems. Understanding how educators contribute to or hinder the effectiveness of academic and psychosocial support services would help design professional development programs that bolster school support capacity.

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**APPENDICES**

**Appendix 1: Questionnaire Schedule for Respondents**

Dear Respondent,

I am a Postgraduate student of Metropolitan International University pursuing a Masters of Education Planning and Management of Metropolitan International University. As a partial requirement for the award of the said degree, this questionnaire has been designed for the purpose of collecting data on ‘the relationship between parents’ socio-economic status and the academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda”. I hope you was spare your valuable time to provide answers to the following questions by filling in or ticking the right alternatives as may be required. Please, kindly take note that the research will be conducted and handled with strict confidentiality and you need not indicate your name.

**SECTION A: BIO-DATA**

(Please tick [✓] the most appropriate option)

	Variable	Options
1	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other
2	Age (Years)	<input type="checkbox"/> 18-25 <input type="checkbox"/> 26-35 <input type="checkbox"/> 36-45 <input type="checkbox"/> 46-55 <input type="checkbox"/> 56 and above
3	Highest Education Level	<input type="checkbox"/> No Formal Education <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Diploma <input type="checkbox"/> Degree <input type="checkbox"/> Master’s <input type="checkbox"/> PhD <input type="checkbox"/> Other
4	Role in School/Community	<input type="checkbox"/> Parent <input type="checkbox"/> Teacher <input type="checkbox"/> Head teacher <input type="checkbox"/> BOG Member <input type="checkbox"/> PTA Member <input type="checkbox"/> Local Government Official <input type="checkbox"/> Other
5	Years Involved with Student Academic Support	<input type="checkbox"/> Less than 1 <input type="checkbox"/> 1-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-10 <input type="checkbox"/> More than 10

**SECTION B: STUDY VARIABLES**

(Please indicate your answer by ticking the option you consider the most appropriate choice using the scale below)

1 = **Strongly Disagree (SD)**, 2 = **Disagree (D)**, 3 = **Neutral (N)**, 4 = **Agree (A)**, 5 = **Strongly Agree (SA)**

	Statements	SD (1)	D (2)	N (3)	A (4)	SA (5)
	<b>Parents’ income</b>					
<b>PI;01</b>	Higher parental income allows students to access better learning materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PI:02</b>	Students from families with higher income receive more academic support at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PI:03</b>	Financial constraints in the family limit students' ability to perform well academically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PI: 04</b>	Parents' income affects students' ability to participate in extra-curricular academic activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Parents' educational attainment</b>					
<b>PE:01</b>	Students whose parents have higher education levels tend to perform better academically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PE :02</b>	Parents with higher education provide more effective academic guidance to their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PE:03</b>	The educational background of parents influences the value placed on education in the family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PE:04</b>	Parental education level affects students' motivation to excel in their studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Parents' occupational status</b>					
<b>PO: 01</b>	Parents with stable employment contribute positively to their children's academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PO: 02</b>	The nature of parents' occupation affects the time they spend supporting their children's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PO: 03</b>	Parents engaged in professional or skilled jobs provide better learning environments at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PO: 04</b>	Occupational status of parents influences the availability of educational resources for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>School support systems on SES</b>					
<b>SS:01</b>	School support systems (counseling, mentoring) help students overcome socio-economic challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SS:02</b>	Participation in school extracurricular activities improves academic outcomes for disadvantaged students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SS:03</b>	Schools provide sufficient academic support to students from low socio-economic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SS:04</b>	School-community partnerships help mitigate the negative effects of low parental socio-economic status.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<b>Academic performance of students</b>					
<b>AP:01</b>	Students from families with higher income tend to perform better academically at UCE level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>AP:02</b>	Parental educational attainment positively influences students' academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>AP:03</b>	Students whose parents have stable occupations generally show better academic results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>AP:04</b>	Students from low-income families face challenges that negatively affect their academic results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>AP:05</b>	Parental involvement in school activities improves students' academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for participating in this study. Your responses will contribute to the crop of knowledge for society to benefit.**



**Appendix 1I: Interview Guide for Head Teachers, Deputy Head Teachers, Chairperson LCIII, Deputy Chairperson LCIII, Social Services Committee members, Town Clerk, Senior Treasurer and Education Officer**

Dear Respondent,

I am a Postgraduate student of Metropolitan International University pursuing a Masters of Education Planning and Management of Metropolitan International University. As a partial requirement for the award of the said degree, this interview guide has been designed for the purpose of collecting data on ‘the relationship between parents’ socio-economic status and the academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda’. I hope you was spare your valuable time to provide answers to the following questions by filling in or ticking the right alternatives as may be required. Please, kindly take note that the research will be conducted and handled with strict confidentiality and you need not indicate your name.

**Section A: Background Information**

1. Position/Title: \_\_\_\_\_
2. Number of years in this position/school/community: \_\_\_\_\_
3. Name of school/local government department: \_\_\_\_\_

**Section B: Main Interview Questions**

**Parents’ income and the academic performance of students at UCE**

1. In your experience, how does the level of parents’ income affect students’ academic performance in your school?
2. Are students from low-income households disadvantaged in terms of academic opportunities (e.g., scholastic materials, meals, fees)?
3. Have you noticed performance trends among students from higher-income vs lower-income families?
4. How do schools or the government support learners from low-income families to improve academic performance?

**Parents’ educational attainment and the academic performance of students at UCE**

1. How would you describe the academic performance of students whose parents are educated versus those whose parents have little or no education?
2. Do you think educated parents are more involved in their children’s academic life? How does this affect performance?
3. How do parents’ understanding of academic demands influence their children's motivation and school engagement?

**Parents’ occupational status and the academic performance of students at UCE**

1. In what ways do parents’ jobs or occupations impact their children’s academic focus and performance?

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2. Are children of civil servants, farmers, business people, or unemployed parents performing differently? If yes, how?
3. How do occupational demands (e.g., working away from home or long hours) affect parental involvement?
4. Are there specific occupations that provide students with more academic support at home (e.g., supervision, materials)?

**School support systems on the relationship between parents’ SES and academic performance**

1. What types of support systems (e.g., mentoring, counseling, remedial classes, feeding programs) exist in your school?
2. How effective are these support systems in improving performance among students from low SES families?
3. Do students from poor or low-education backgrounds benefit more from such school-based programs?
4. Are there challenges in implementing school support systems due to funding, staffing, or infrastructure?

**END**

*Thank you for your time and valuable insights.*

**Appendix III: Documentary Review Checklist**

Below is a formulated documentary review checklist for a study on the relationship between parents’ socio-economic status and the academic performance of students at the Uganda Certificate of Education (UCE) level in selected public secondary schools in Bushenyi District, Uganda. The checklist is structured to assess documents related to the independent variable (IV) “parents’ socio-economic status,” the dependent variable (DV) “academic performance of students,” and the moderating variable (MV) “School support systems

**Documentary Review Checklist**

**Instructions: Tick (✓/✗) the appropriate box for availability and provide remarks where necessary.**

<b>NO</b>	<b>Reference</b>	<b>Study Title</b>	<b>Country</b>	<b>Objectives/Aims</b>	<b>Independent Variables</b>	<b>Dependent Variables</b>	<b>Method of Data Collection</b>	<b>Study Analysis</b>	<b>Major Findings</b>	<b>Area for Further Study</b>	<b>Gaps Identified (by you)</b>
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										(by authors)	
1	Smith, J. (2020). <i>Employee Retention Strategies in Financial Institutions</i> . Journal of Banking Studies .	Employee Retention Strategies in Financial Institutions	Uganda	To assess effective strategies for employee retention in banks	Compensation, Work Environment	Employee Retention	Surveys, Interviews	Regression Analysis, Descriptive Statistics	High compensation and a positive work environment significantly improve retention rates.	Explore the impact of training and development programs.	Lack of longitudinal research on how retention strategies affect long-term outcomes.
2	Doe, A. (2019). <i>Impact of Employee Satisfaction on Organizational Performance</i> . Kenya Management Review.	Impact of Employee Satisfaction on Organizational Performance	Kenya	To examine how employee satisfaction affects organizational performance	Job Satisfaction, Work-Life Balance	Organizational Performance	Questionnaire, Interviews	Structural Equation Modeling (SEM)	Higher employee satisfaction leads to improved organizational performance.	Investigate different sectors and their needs.	Limited examination of managerial roles and their influence.
3	Johnson, R. (2021). <i>The Role of Leadership in Employee</i>	The Role of Leadership in Employee	Rwanda	To analyze the role of leadership styles in employ	Leadership Style, Communication	Employee Retention	Interviews, Case Studies	Qualitative/Thematic Analysis	Transformational leadership significantly enhance	Examine multiple leadership styles across	Sample size too small for broad genera

	ye Retenti on. Rwand a Busine ss Journal .	Retenti on		ee retentio n					s retentio n.	indust ries.	lizatio n.
4	Williams, M. (2018). <i>Employee Turnover and Its Effect on Performance</i> . Uganda HR Review.	Employee Turnover and Its Effect on Performance	Uganda	To explore the effects of employee turnover on organizational performance	Employee Turnover, Job Stress	Organizational Performance	Surveys, Performance Metrics	Correlation & Regression Analysis	High turnover reduces organizational performance.	Investigate interventions to reduce turnover.	Focuses on short-term effects; lacks long-term impact analysis.
5	Brown, L. (2022). <i>Enhancing Employee Engagement for Better Performance</i> . African Journal of Business.	Enhancing Employee Engagement for Better Performance	Uganda	To identify strategies for enhancing engagement and its effect on performance	Employee Engagement, Training Programs	Job Performance	Surveys, Focus Groups	Mixed-Methods Analysis	Engagement initiatives significantly boost job performance.	Study various engagement strategies for different job roles.	Limited coverage of engagement strategies for remote workers.

END

Appendix IV

Krejcie and Morgan table (1970) for determining the sample size.

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970