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PARENTS' ECONOMIC STATUS AND ACADEMIC PERFORMANCE OF PUPILS IN SELECTED UNIVERSAL PRIMARY EDUCATION SCHOOLS IN BUTAGAYA SUBCOUNTY- JINJA DISTRICT. A CROSS-SECTIONAL SURVEY.

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ABSTRACT

Background:

The academic performance of primary school pupils in government schools has been declining in Butagaya Sub County, Jinja district. Several challenges including absenteeism and school dropout had been reported. The study examined the relationship between parents' economic status and the academic performance of primary pupils in selected primary schools in Butagaya Sub County. Specifically, it examined: the relationship between: i) parents' level of income, ii) parents' occupation, and iii) parents' level of education and academic performance of primary pupils at selected primary schools in Butagaya Sub-county.

Methodology

The study used a descriptive, correlational, and cross-sectional survey design using both quantitative and qualitative approaches. A total of 142 respondents where were interviewed using a questionnaire and interview guide.

Results:

There was no significant relationship between parents' level of education and pupils' academic performance (r= 0.723, p=0.078) and between parents' occupation and pupil's academic performance (r= 0.304, p=0.052). There was a significant relationship between parents' level of income and pupils' academic performance (r= 0.723, p=0.005).

Conclusion:

Generally, there was a relationship between parents' economic status and the academic performance of primary pupils in selected primary schools in Butagaya Sub County.

Recommendation:

Parents should: strive hard to provide school requirements in time to curb students' absenteeism due to lack of scholastic materials; provide extra coaching to their children using private tutors to help their children excel; Create time for revision and interaction with their children to know challenges their children face that might hinder their academic performance.

Keywords: Economic Status, Academic Performance, Primary Education, Pupils

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Background of the study

The development of education can be traced way back to AD 43 when the Romans occupied Britain (AD 43-410) where education was concentrated on the elites and a religious basis (McCulloch, 2011). In 574 AD many universal church-founded schools were with missionaries as teachers. These were basically grammar schools for boys and men and song schools for vocational education (Gillard, 2011).

In Uganda, education started in 1877 when Kabaka Muteesa invited missionaries into the country. Eighteen months later, on February 17, 1879, a group of French Catholic White Fathers also arrived by the East Coast route. They spread their missionary work in the regions of Toro in Western Uganda and Bukedi, Busoga, Bugisu, and Teso, in Eastern Uganda (Ward, 1991).

Before the introduction of Universal Primary Education (UPE) in January 1997 in Uganda, the rate of children in school was at 3% per family, the rate of school drop-outs was at 56% by primary seven, early pregnancies were at 25% and the number of children that progressed to secondary schools was very low at 12% (Kasolo, 2012). Isiko (2002) also noted an increased rate of absenteeism, poor scores by students as well and limited study materials. Under the Universal Primary Education program, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges (Tumwesigye, 2021).

This study adopted the humanism theory of learning which believes that a learner is free-willed, fundamentally good, and capable of achieving their best when the ideal learning environment is provided (Veugelers, 2011). The ideal learning environment caters to the social, emotional, and cognitive needs of the learner (Johnson, 2014). Therefore, the economic environment (parents' economic status) has a significant effect on the emotional and cognitive needs of pupils to academically perform well.

Chun et al. (2021) define parents' economic status as the economic standing or class of a parent in the society or group. It is often measured as a combination of income level and occupation. Parents with a high economic status in society are well suited to provide a good reading environment for pupils, provide all the essential scholastic materials, and always create good relationships with teachers (Morton et al., 2018).

Parents' level of income is largely partitioned into three categories: high, middle, and low (Sekiwu, Ssempala, & Frances, 2020). It is believed that children from high and middle-economic backgrounds are exposed to a better learning environment at home than their counterparts in low-income status backgrounds because of the ability to provide extra learning facilities (Sabrina, 2018).

According to Africa. com (2022), Jinja District was ranked 80th in academic performance in Uganda in 2021 with 24% of the students in division one in Primary Leaving Examinations. This is an indicator of the poor performance of primary school pupils in the district particularly, in Butagaya Sub County. According to the Butagaya sub-county inspector of schools' Report, (2022), absenteeism was reported at 34% per week and dropout rate at 65%. Further, all schools in the sub-county registered only 15 students in Grade One eight (8) of whom were from private schools (Jinja District PLE report, 2022). This rendered the sub-county the worst in academic performance in the 2021 Primary Leaving examinations in the District. This prompted the study to establish whether parents' economic status affects the academic performance of Universal Primary Education (UPE) pupils in selected schools in Butagaya Sub County.

Research Methodology

Research Design

The study was a descriptive, correlational, and cross-sectional survey research design. Further, the study was quantitative in nature. The study was quantitative because the researcher used figures to examine some of the study variables that are numerical in nature such as age and academic scores. Further, the study was cross-sectional in nature since the researcher intended to collect data at a point in time and the study had no follow-up. The study was Correlational in determining the relationship between the study variables

Study population

The study used the parents of primary seven parents who were registered during the last PTA meeting (October 2022) by the selected schools and pupils in primary seven from selected primary schools in Butagaya Sub County as the population of the study. The study targeted 54 parents of Primary seven pupils in the selected schools and 174 pupils from selected primary schools in Butagaya Sub County therefore the population of the study was 228 respondents.

Sample size

The researcher adopted Kreijcie & Morgan. R (1970) table of determining the sample size to estimate the sample size of the study and 142 respondents were selected that included 50 parents and 92 primary seven pupils as shown in table 1.

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Table 1: Showing the population size, sample size

Primary school	Population size	Sample size
Butagaya P/S		
Parents	19	18
Students	54	30
Ndiwansi P/S		
Parents	12	11
Students	45	24
Bubogo P/S		
Parents	11	10
Students	35	20
Wansimba P/S		
Parents	12	11
Students	40	18
Total	228	142

Source: Jinja District Education Departiment Report (2022)

Sampling techniques

The researcher used simple random sampling to select parents of primary seven pupils and primary seven pupils to participate in this study. The selected pupils (primary seven) who were old enough to understand the questions and respond with ease hence provided relevant information relating to their end-of-term scores, completion rates, and some of the vital information relating to their parents. Simple random sampling was used because it eliminated bias by providing a chance for everyone to participate in the study.

Sources of data

This research used both primary and secondary sources of data.

Primary data was obtained using a questionnaire administered to parents and pupils who were selected for the study. The researcher guided them on how to fill in the answers after which the questionnaires were collected. Questions were measured using a five-point Likert for each objective.

Secondary data was obtained directly from magazines, journals, newspapers, academic reports, school data bases, and the district's academic department records from 2017 to 2021. The information obtained included; termly scores of pupils, PLE performance of pupils in selected schools, and completion rate of pupils in primary schools.

Validity of instruments

To ensure greater chances of data validity, the questionnaires were reviewed with the research supervisor for expert input. A Content Validity Index (CVI) was determined by dividing the relevant questions by the total questions (CVI=n/N). Of the 20 questions in the questionnaire, 18 were declared by the supervisor as relevant for the study and only 2 were declared invalid but were re-corrected under the guidance of the supervisor. The Content Validity Index was 0.9(18/20). The researcher continued with the questionnaire since the Content Validity Index was greater than 0.7 as proposed by Amin (2005) to be a good measure of validity.

Reliability

To test the reliability of the research instrument, the researcher used Cronbach's Alpha. Cronbach's alpha is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance. The idea is that if the instrument is reliable, there should be a great deal of covariance among the items relative to the variance. To measure the consistency and reliability of the questionnaire the researcher used four respondents to pre-test the

questionnaire using Cronbach alpha (α=) in SPSS as follows.

Where

C is the average inter-response covariance, v is the average variance and N is the number of items in the questionnaire.
V= (1.403+1.678+1.921+1.736)/4= 1.685

C= (0.675+0.689+0.722+0.724+0.737+0.803)/6= 0.725

$$\alpha = \frac{4(0.725)}{1.685+(4-1)0.725} = 0.75$$

Table 2: showing reliability of Research Instrument

		R1	R2	R3	R4
R1	Covariance	**1.403**	0.675	0.689	0.722
R2	Covariance	0.675	**1.678**	0.724	0.737
R3	Covariance	0.689	0.724	**1.921**	0.803
R4	Covariance	0.722	0.737	0.803	**1.736**

According to Amin (2005) if the Cronbach Alpha is greater than 0.7, then it is a good measure of reliability. Thus, for this study, the research instruments were consistent and reliable in collecting data.

Ethical Consideration

1. The researcher sought permission from the School of Graduate Studies and Research and obtained an introductory letter to go within the field.

2. The researcher wrote a consent notice to the respondents requesting them to participate in the study by providing all the relevant information for the study. Further, the researcher informed the respondents about the purpose of the research project and the expected outcome of the study.

3. The researcher assured the respondents that the information provided was treated with maximum confidentiality and was used for academic purposes only.

4. Further, the researcher credited and extended his gratitude to all previous researchers whose literature has contributed to this study and did not take their work as his.

Data Analysis

Before data was analysed, it was carefully classified, edited, and coded based on clarity, completeness, accuracy, and consistence to ensure reliability. This was done with SPSS version 23 for analysis. The researcher used the Likert scale to examine the non-numerical findings of the study using descriptive statistics such as mean and standard deviation.

The researcher used Pearson correlation to examine the relationship between the study variables. Multiple used to analyse the relationship between Parents' economic status; parents' level of income, parents' occupation, parents' level of education, and academic performance of primary pupils at Butagaya sub-county.

PRESENTATION OF FINDINGS AND DISCUSSIONS

Response Rate

According to table 3, the study had 142 respondents with 50 parents and 92 students. However, of the 142 respondents, 2 students did not fill and return the questionnaires thus reducing the sample size by 1.4%.

Table 3: showing response rate

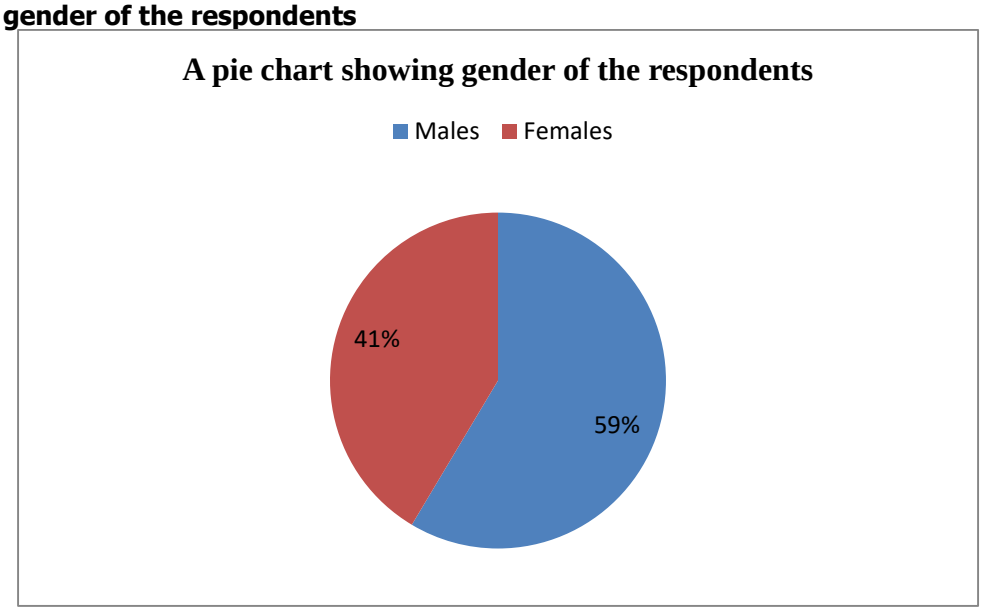
Participant category	Questionnaire Issued	Questionnaires Returned	Response rate In Percent
Parents	50	50	35.2%
Students	92	90	63.4%

Total	**142**	**140**	**98.6%**

Source: Primary data

Gender of the respondents

Figure 1: gender of the respondents



Source: *Primary (2022)*

Table 4: showing age of the respondents

Age	Frequency	Percent
10-12years	44	31.4
13-15 years	48	34.3
16-20years	9	6.4
21-30years	34	24.3
31+years	5	3.6
Total	**140**	**100**

Source: Primary data (2022)

Table 5: showing parents' level of Income

Level of income(shs)	Description	Percent
<100,000	Low	63.6
110,000-400,000	Middle	22.9
410,000 >	High	13.5
Total		100

Source: Primary data (2022)

Demographic characteristics of the respondents

According to figure 1, 59% of the respondents were females and 41% of the respondents were males. Therefore, majority of the respondents for the study were females.

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Age of the respondents

According to the table 4, mmajority of the respondents of the study 72.1% (31.4. 34.3, 6.4) were below 20 years hence pupils of the selected primary schools in Butagaya Sub County. This further shows that most of the pupils in primary seven in Butagaya Sub County were adolescents between 10-15 years.

Parents' level of income

To measure parents' level of income, the researcher categorized the variable into low. Middle and high level of income based on monthly salary. The researcher adopted the categories from Uganda Bureau of Statistic Report 2019/2020.

According to table 5, majority of the parents in Butagaya Sub County are low income earners.

Parents' level of Education

According to findings, 16 parents had secondary education, 20 parents had primary education, 10 parents had tertiary education and 3 parents were graduates. Therefore, all the 50 parents of primary seven pupils that participated in the study had received formal education but only 26% (13 parents) of them had qualifications for formal employment.

Parents' occupation

Parents' occupation was categorized into formal and informal occupation by parents of pupils in primary schools with in Butagaya Sub County.

According to the findings, of the 50 parents selected for the study, 25% had formal jobs while 75% had informal jobs. Therefore, majority of the parents no permanent job and hence have no permanent source of income to look after their children.

The relationship between Parent's level of Education and academic performance of pupils in Butagaya Sub County

For this particular section, pupils' responses were captured. The researcher used Likert scale where the answers were on a scale of 1 to 5. Where 5= Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree. The table also includes the summary of the participant's responses basing on percentages (P), frequency (F), standard deviation (Std) and mean.

Table 6: Parents' level of education and academic performance of pupils in Butagaya Sub County

Statement		SA	A	N	D	SD	Mean	std
My parents check my books and help me with homework	F	9	10	59	56	6	2.7	0.69
	P	6.4	7.1	42.1	40	4.3		
My parents motivate me to stay and complete primary education.	F	80	54	6			4.5	0.03
	P	57.1	38.6	4.3				
My parents sign on my homework and comment about my home works.	P		2	39	99		3.7	1.4
	F		1.4	27.9	70.7			
My parents don't give me enough time at home to revise.	P	36	72	28	4		4	0
	F	25.7	51.4	20	2.9			
Educated parents supplement teachers work at school and hence there is a relationship between parents' level of education and academic performance of their children	F	43	87	10			4.2	0.3

	P	30.7	62.1	7.14				

Source: Primary (2022)

For this particular section, both parents' and pupils' responses were captured. According to findings in Table 6, on the statement "My parents check my books and help me with homework", the average response was 2.7 with a standard deviation of 0.69. Further, the findings showed that 82.1% of the respondents disagree that their parents check their books and thus do not help their children with homework.

On the statement "My parents motivate me to stay and complete primary education", the average response was 4.5 with a standard deviation of 0.03. Further, the findings revealed that most parents motivate their children to stay and complete primary education.

On the statement "My parents sign on my homework and comment about my homework", the average response was 3.7 with a standard deviation of 1.4. Further, the findings revealed that 70.7% of the respondents disagree that parents sign on their children's homework and comment on their homework.

On the statement "My parents don't give me enough time at home to revise", the average response was 4 with a standard deviation of 0. Further, the findings revealed that 77.1% of the respondents agree that parents don't give their children enough time at home to revise.

On the statement "Educated parents supplement teachers' work at school and hence there is a relationship between parents' level of education and academic performance of their children", the average response was 4.2 with a standard deviation of 0.03. Further, the findings revealed that 92.8% of the respondents agreed that educated parents supplement teachers' work at school and hence there is a relationship between parents' level of education and the academic performance of their children.

Therefore, there is a relationship between parents' level of education and the academic performance of pupils in selected schools in Butagaya Sub County.

Relationship between parent's level of Education and academic performance of pupils in Butagaya Sub County

To clearly bring out this relationship, the researcher used the highest level of education of parents and the termly score of students (division attained) by students. The divisions were 1,2,3,4 and 5. The level of education was 1 for primary, 2 for secondary, 3 for tertiary, and 4 for graduates. The findings are summarized in Table 7.

Table 7: The correlation between parent's level of Education and academic performance of pupils in Butagaya Sub County

		Parents' level of education	Academic performance
Parents' level of education	Pearson Correlation	1	.723**
	Sig. (2-tailed)		.078
	N	140	140
Academic performance	Pearson Correlation	.723**	1
	Sig. (2-tailed)	.078	
	N	140	140

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Primary (2022)

The correlation between parents' level of income and academic performance of pupils in primary schools in Butagaya sub-county was 0.723 with a sig value of 0.078 (Table 7). This indicates an insignificant positive relationship. Therefore, the level of parents' education does not necessarily influence the academic performance of pupils in primary schools.

The relationship between parent's occupation and academic performance of their children

The researcher used Likert scale for this particular section

of the study where the responses were on a scale of 1-5. Where 1 = Strongly Agree, 2= Agree, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree. The table below shows a summary of the participant's responses basing on percentages (P), frequency (F), standard deviation (Std) and mean;

Table 8: Descriptive findings of the relationship between parent's occupation and academic performance of their children

Statement		SA	A	N	D	SD	Mean	std
My parents work far away from home hence they can't do much on my studies	F		15	45	80		2.5	-0.18
	P		10.7	32.2	57.1			
My parents are not available to help their children in home work due to the nature of their jobs	F		5	41	86	8	2.3	0.0
	P		3.5	29.3	61.4	5.7		
My parents always visit me at school to follow-up about my academic progress which always motivates me to excel	F	22	43	37	38		3.4	-0.05
	P	15.7	30.7	26.4	27.1			
My parents' occupations are formal and do not allow them to attend school meetings	F	36	10	54	34	6	3.3	0.02
	P	26.7	7.1	38.6	24.3	4.3		

According to findings in Table 8, on the statement "My parents work far away from home hence they can't do much on my studies", the average response was 2.5 with a standard deviation of 0.18. Further, the findings revealed that 57.1% of the respondents disagree with the statement that most parents work far away from their children hence they have no opportunity to help them with studies

On the statement "My parents are not available to help their children with homework due to the nature of their jobs", the mean response was 2.3 with a standard deviation of 0.00. Further, the findings revealed that 67.1% of the respondents disagreed with the statement.

On the statement "My parents always visit me at school to follow up about my academic progress which always motivates me to excel", the mean response was 3.4 with a standard deviation of 0.05. Further, the biggest proportion of the respondents (30.7%) of the respondents was not sure about the statement.

On the statement "My parents' occupations are formal and do not allow them to attend school meetings", the mean response was 3.3 with a standard deviation of 0.02. Further, the findings revealed that 38.6% of the respondents were not sure about the statement.

On the statement "There is a positive relationship between parents' occupation and academic performance of the children", the average response was 3.15 with a standard deviation of 0.14. Further, the findings revealed that 46.5% of the respondents agreed, 24.3% were not sure, and 29.3% disagreed with the statement. Therefore, since the biggest proportion agrees with the statement, there is a positive relationship between parents' occupation and academic performance of the children.

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Table 9: Correlation between parent's occupation and academic performance of their children

			Parents' occupation	Academic performance
	Parents' occupation	Pearson Correlation Coefficient	1.000	.304*
		Sig. (2-tailed)	.	.052
		N	140	140
	Academic performance	Correlation Coefficient	.304*	1.000
		Sig. (2-tailed)	.052	.
		N	140	140

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

Source: Primary (2022)

Relationship between parent's occupation and pupil's academic performance

There was a positive weak insignificant relationship between parents' occupation and academic performance of their children in Butagaya sub-county (r 0.304 P=0.52) (Table 9)

The relationship between parents' level of income and pupil's academic performance of their children

The researcher used Likert scale for this particular section of the study where the responses were on a scale of 1-5. Where 1 = Strongly Agree, 2= Agree, 3 = Neutral, 4 = Disagree and 5 = Strongly Disagree. The table below shows a summary of the participant's responses basing on percentages (%), frequency (F), standard deviation (Std) and mean;

Table 10: Descriptive analysis parents' level of income and academic performance of their children

Statement		SA	A	N	D	SD	Mean	Std
My parents play their role by paying school fees in time to help me study without interruptions	F		4	25	67	44	1.9	0.02
	P		2.9	17.9	47.9	31.4		
My parents always buy scholastic material for me to excel academically	F		8	13	34	85	1.6	0.00
	P		5.7	9.3	24.3	60.7		
My parents have low income and hence sometimes fail to pay school fees in time which affects grades of students	F	43	65	28	4		4.05	0.00
	P	30.7	46.4	20	2.9			
There is a relationship between parents' level of income and academic performance of their children	F	38	87	15			4.16	0.21
	P	27.1	62.1	10.7				

According to findings in Table 10 on the statement "My parents play their role by paying school fees in time to help me study without interruptions", the average response was 1.9 with a standard deviation of 0.02. Further, the findings revealed that 79.3% of the respondents disagree with the

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.132	.039		3.234	.000
2	Parents' income	2.329	.000	.016	4.516	.002
3	Occupation	0.214	.006	.053	4.395	.071
	Education level	0.313	.042	.522	4.184	.013

a. Dependent Variable: Academic performance

statement and thus parents do not play their role of paying school fees in time to help children to attend classes without interruptions. On the statement "My parents always buy scholastic material for me to excel academically", the mean response was 1.6 with a standard deviation of 0.00. Further, the findings showed that 85% of the respondents disagreed with the statement thus most parents do not buy scholastic material for their children to excel academically. On the statement "My parents have low income and hence sometimes fail to pay school fees in time which affects grades of students", the mean response was 4.05 with a standard deviation of 0.00. Further, the findings revealed that 77.1% of the respondents agree that most parents have low income and hence sometimes fail to pay school fees in time which affects the grades of students. On the statement "There is a relationship between parents' level of income and academic performance of their children", the mean response was 4.16 with a standard deviation of 0.21. Further, the findings revealed that 89.2% of the respondents agree that there is a relationship between parents' level of income and the academic performance of their children in the Butagaya sub-county.

Table 11: Correlation between parents' level of income and academic performance of their children

Correlations

			Parents' level of income	Academic performance
Pearson	Parents' level of income	Correlation Coefficient	1.000	0.728*
		Sig. (2-tailed)	.	.005
		N	140	140
	Academic performance	Correlation Coefficient	0.728*	1.000
		Sig. (2-tailed)	.005	.
		N	140	140

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

Source: Primary (2022)

Table 12: showing the regression of parents' economic status and academic performance of pupils in selected Universal Primary Education Schools in Butagaya sub-county- Jinja district.

Model	R	R Square	Adjusted R Square
1	.728[a]	0.34	0.38
2	.363[b]	0.13	0.18
3	.214[c]	0.61	0.41

Source: Primary (2022).

Correlation between parents' level of income and academic performance of their children

There was a strong positive significant relationship between parents' level of income and academic performance of primary pupils in Butagaya sub-county (r=0.728, P=0.005) (Table 11)

Regression analysis of parents' economic status and academic performance

The academic performance of pupils was 38% predicted by parents' income (Adjusted R Square = 0.38) (Table 12). The remaining 62% was predicted by other factors outside the study. The regression model was also valid (sig.0.002 <.05). Therefore, having stable incomes and enough incomes enables parents to pay school fees on time and provide scholastic materials allowing the pupils to concentrate and excel in their studies by 38% than those students whose parents have no stable incomes. Also, table 12 showed that the academic performance of primary pupils in the Butagaya sub-county was 18.3% predicted by the parent's occupation (Adjusted R Square =0.18). The remaining 82% was predicted by other factors outside the study. The regression model was insignificant <.071). Therefore, parents' occupation does not influence the academic performance of primary pupils in the Butagaya sub-county. Academic performance was 41% predicted by the parent's level of education (Adjusted R Square =0.41). The remaining 59% was predicted by other factors outside the study. The regression model was significant since the P value (0.013) is less than 0.05. This means that parents with a high level of education help their children to revise and understand the hard concepts hence contributing significantly to their academic success. Generally, there is a significant relationship between parents' economic status and the academic performance of primary pupils in the Butagaya sub-county.

DISCUSSION

The results of the study showed that parents' economic status has a significant effect on the academic performance of pupils in primary schools. Also, the results showed that parents' level of income and level of education significantly affect academic performance. However, parents' occupation was found not to affect the academic performance of pupils in Jinja district. Akellot & Bangirana (2019) carried out a study on parental involvement and academic achievements of deaf children at Mulago Hospital School for the deaf. They noted that parents get involved in their children's lives by providing school fees and other school requirements. Similarly, Tumwesigye (2021), and Tan (2020), agreed that parents need to be involved in one way or another in the school life of their children. They believed that parents could get involved in the education of their children by discussing with them the challenges they face and providing school requirements. Ministry of Education and Sports (1998) issued guidelines on the role of stakeholders in the implementation of UPE. The guidelines spelled out the role of parents and their involvement in their children's education and thus concur with the above authors as they also support the involvement of parents in education. However, the Ministry of Education and Sports disagreed on paying school fees. Ngobi (2019), Okello (2020), and Masarata (2018) identified parents' level of income as one of the factors that influence the performance of pupils. Some of the above studies (Tan (2020) and Ngobi (2019)) were silent on academic performance as they did not spell out how academic performance is measured in primary schools. This was a big gap left that this study has answered as it used termly and PLE scores to measure the academic performance of primary school pupils. Also, on methodology, Akellot & Bangirana did not use teachers of children as the respondents of the study; they only used information provided by teachers, and their sample space was limited to teachers of one school. This did not give a true picture of the findings on parents' involvement hence their findings may be biased. The results of this study concur with Ansong et al (2021) who agree that at a 5% level of significance, parents' level of income affects the academic performance of their children. Kapoor (2018) carried out a study on factors influencing academic performance in secondary schools in India. His findings showed that parents' level of income influenced the academic performance of secondary schools with a correlation of 0.6 and a sig value of 0.02. These findings concur with the findings of this study. Hence parents' level of income is one of the factors affecting the academic performance of pupils in both India and Uganda. Mudassir & Abubeker (2015) and Musarat et al (2018) carried out a study on "the impact of parents' occupation on academic performance in secondary schools". The findings revealed a 0.56 correlation co efficient. Also, his findings showed that employed parents provide school requirements easily and their children are likely to perform better. However, their study remained silent on the types of jobs for parents.

Conclusion

Generally, there was a relationship between parents' economic status and the academic performance of primary pupils in selected primary schools in Butagaya Sub County.

Recommendations

Recommendations on level of income and academic performance of pupils

The government through the Ministry of Education should sensitize parents on engaging in government programs aimed at improving their household income in Butagaya Sub

County. This will help parents to pay school fees and provide other school requirements in time hence no school break for pupils which affects their performance. Parents should seek assistance from non-governmental organizations like Compassion which provides scholastic materials and school fees for unable parents and orphans. This will help pupils to concentrate and pass their exams. Parents should also seek school fees loans from financial institutions to pay school fees on time and avoid missing classes by students hence improving academic performance.

Parents' level of education and academic performance of pupils

Parents with no academic background should seek private coaching for their children to help them with homework and discussion of concepts that they could not understand at school. This will act as a springboard to better academic performance for their children. Parents with secondary and tertiary education should also avoid staying far away from their children. This will help them to know the challenges their children are facing academically and how best to solve them and improve their classwork performance. Parents with secondary and tertiary education should also create time for revision and interaction with their children to know the challenges that their children face in school that might be hindering their academic performance.

Recommendations on parents' occupation and academic performance of pupils

Parents should seek permanent jobs to have permanent sources of income and be able to provide for their children's needs at school. This will help the pupils to concentrate on their studies without being sent home which is a big loss for some days.

Areas for further research

Research should be carried out on the early closure of schools and syllabus coverage by schools in Uganda about the academic performance of pupils in primary leaving examinations. Also, research is needed on the use of electronic learning by primary pupils in rural schools.

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