

The relationship between socio-economic status factors and school achievement among primary school pupils in bagamoyo district. The Case of Grade Three Pupils

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The study established the relationship between family socio-economic status (SES) factors and primary school pupils' achievement in school learning. The aim of the study was to investigate the extent to which individual SES factors influenced pupils' school achievement. Ten government owned primary schools in rural Bagamoyo District and their parents/guardians participated in the study. There was a total of 300 primary schools pupils and 250 female parents/guardians. Data were collected through documentary reviews, questionnaires, observations and educational achievement tests. Quantitative and qualitative data were analysed through appropriate techniques. The main findings indicated that:

- Bagamoyo communities' socio-economic status could not be analysed by using the western SES analysis formulations- parents' education, occupational status and income. Alternatively, a researcher ought to device a measurement model that would take into account societal cultural and intersocial aspects.
- Pupils' achievement in the Arithmetic subject was poor compared to their achievement in the Kiswahili subject, which was achieved at average level.
- The educational facilities available in the homes influenced pupils' school learning, hence their subsequent school achievement.
- Family living conditions and possession of capital items may not necessarily influence pupils' achievement in school learning.

Thus, from these findings it is quite clear that there is need to analyse the SES in the poor societies through individual SES factor analysis that captures the status of home processes that is, the living conditions, family work habits, parental interactions, attitudes and aspirations, and availability of educational facilities.

On the basis of the findings, it was concluded that further studies be conducted:

- In an urban setting in order to obtain findings which will add to the findings of this study;
- Involving observation on the association between the home background information and school learning in subjects that involve pupils in reasoning, critical and logical thinking, such

as science subjects; and

- Involving tests that assess primary school pupils' ability to follow instructions. These tests feature test-train/coach/teach-test format that allows the tester to trace the learner's strengths and weaknesses as she/he learns.