

**THE EFFECT OF FAMILY BACKGROUND ON ACADEMIC PERFORMANCE OF
LEARNERS IN BULANGIRA TOWN COUNCIL, IN KIBUKU DISTRICT**

BY

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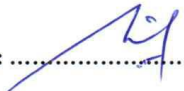
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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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DECLARATION

I **Jogo Thomas (BU/UP/2022/7148)** a student of Bachelor of Education (Primary), of Busitema University hereby declare that this research report titled, “The Effect of Family Background on Academic Performance of Learners in Bulangira Town Council in Kibuku District” is my original work and has never been presented for any academic award in any institution.

Signature: 

JOGO THOMAS

Date: 25/09/2024

APPROVAL

I hereby certify that this research report titled, “**The Effect of Family Background on Academic Performance of Learners in Bulangira Town Council in Kibuku District**” has been done under my close supervision and is now ready for examination with my due approval as the university supervisor.

Signature.....



Date.....

26/09/2024

Wesswa Nandokha Charles

DEDICATION

I dedicate this research report to my beloved family, parents and my course mates for their endless care and tireless parental and financial support. May the Almighty God bless them abundantly!

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to Almighty God for the divine grace, wisdom and knowledge he rendered to enable me pursue and finally come to the end of this program. He has enabled me to have adequate funding, good health, strength, knowledge and favor to accomplish all the requirements associated with this program, and all the glory and honor to Him. My sincere appreciation also goes to my supervisor Mr. Wesswa Charles for the technical guidance, support and wise direction on this research work. Indeed his efforts and wisdom have made this dissertation a success, I salute you for the knowledge, love and support you rendered to me throughout my academic journey.

ABSTRACT

One of the major aspects of the social pillar of the Uganda Vision 2030 is education. Uganda Vision 2040 points out education and training is an instrument to develop Uganda to be a middle-income economy. Family backgrounds have been highlighted as of great importance in molding the performance of children in schools worldwide. This study therefore investigated the effect of family background on the academic performance of students in Bulangira town council, Kibuku District.

This research study aimed at exploring family background factors such as parental marital status, financial status, parental educational level and family size on the academic performance of learners. All these factors were found to be significant in influencing the academic performance.

A sample of 3 head teachers, 9 teachers and 21 pupils were used to represent the rest of the population and these were picked randomly from the 3 selected schools in Bulangira town in Kibuku district.

Children from small size families, richer and richest families, married families and those whose parents had attained secondary and tertiary education were found to performance well in academics.

Quantitative approaches were used during data collection and analysis to establish the impact of family background on the academic performance of learners and the results were presented in the tables using percentages and frequencies. Micro soft excel was used in the analysis of data

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, the purpose of the study, research objectives, research questions, scope, conceptual frame work and the significance of the study.

1.1 Background of the Study

Family backgrounds have been of great importance in shaping the performance of children in schools worldwide. This is because; academic performance is usually as a result of motivation that children get from the people they interact with in their initial stages of life. A study conducted in the U.S.A by Rouse and Barrow (2006) revealed that years of schooling completed and educational achievement of students, varied widely by family backgrounds. Rouse and Barrow (2006) found out that students who came from less disadvantaged families had higher average test scores and were more likely to have never been held back a grade as compared to students from the more disadvantaged families.

However, they highlighted that it was not clear to reflect the causal effect of family backgrounds on the child's educational achievement which creates a gap that this study sought to fill by finding out the impact of family backgrounds on the students' academic performance.

Further McIntosh (2008) in his study concluded that in Canada, children who came from low income - households, having divorced or separated parents, would actually perform better than average scores if they came from homes that had positive attitudes and that strongly supported their children. This was supported by another study on Children and Youth in Canada that was

carried out by Ryan (2000) who reported that there was a significant effect of family background variables, parental support, and teacher support on a child's educational achievement.

The relationship between parental resources on the academic performance of children has received a great deal of attention in the economic literature in African Countries. For instance, Guo and Harris (2000) observed that in Ghana and South Africa states, students' performance in school was strongly associated with their parents' educational attainments. The strong correlation between parental income and student's scholarly achievements is one of the major findings in the literature on the determinants of children's attainments. However, the fact that children of parents with high levels of schooling or income perform better than those from less advantageous family backgrounds.

In East Africa for instance, parents try to influence the activities that relate to their children's schooling performance, make investments of time and money in their children, and serve as their role models and set objectives and priorities for them to follow (Venkatesh, 1999). In Ugandan situation, financial constraints, education level of the parent and the marital status of the parents are the key determinant of student motivation to study. For instance, a study by Pamela and Kean (2010) stated that those students whose parents had a tertiary level of education performed, significantly better in tests of science and mathematical ability than those whose parents had only basic schooling. Thus, across these two disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries. This therefore, shows that parents' education has some influences on the students' beliefs and behaviors, leading to positive outcomes for children and youth. A study conducted by Kamar (2008) revealed that parents of moderate to high income and educational background held beliefs

and expectations that were closer than those of low-income families to the actual performance of their children, Low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance.

Recent studies of Ugandan populations indicated that children from two-parent homes performed better than children from single- parent homes on a variety of social indicators. For instance, Dr.Erume (2014) found that in most regions within Uganda, children living with one parent were less likely to be in school at age 17 than their two-parent counterparts. In another study by Kamara (2008) showed that a significant positive relationship was found between father presence and self- esteem. In addition, father- present youths also exhibited stronger scholastic achievement and more stable peer relations. Another report (New vision 2013) found that living in a single-parent home was a significant risk factor for violent behavior in Kapchorwa in north eastern Uganda. For given levels of ability, student effort as determined by family background is one of the most important input factors for the production of education, and different from other inputs like teacher quality, school autonomy, or class size (New vision, 2013).

However, the effect of family background on the academic performance has received only limited attention both on theoretical and empirical grounds. One of the few works in the theoretical literature that takes into account family background, is a paper (2008) who compared a standard grading system to a competitive grading system in terms of the level of student effort each family was able to motivate, and showed that the family system's relative advantage depended crucially on the nature of the family background distorting academic achievement. Nganga (2008) further showed that when leisure is a normal good and students are given monetary rewards by their parents unrelated to their academic performance, they become less diligent, Nganga (2008) however focused on the motivation that families provide to students in

terms of monetary rewards. This therefore creates a gap on other ways that family background influences the performance of students. There is also need for empirical study from a Ugandan situation, to assess whether the findings in Canada and U.S.A can be generalized in Uganda particularly Bulangira town council in Kibuku district hence creating the gap that this study seeks to fill.

Vygotsky's Social Development Theory was propounded by Russian Psychologist Lev Vygotsky (1896 - 1934), who lived during Russian Revolution. Vygotsky's work was largely unknown to the West until it was published in 1962.

Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior. Vygotsky's theory is one of the foundations of constructivism. It asserts three major themes

- ❖ Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development
- ❖ The More Knowledgeable Other (MKO). This refers to anyone who has a better understanding or ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers
- ❖ The Zone of Proximal Development (ZPD). This is the distance between a learner's ability to perform a task under adult guidance and with peer collaboration and the student's ability solving the problem independently.

A difference exists between what child can do on his/her own and what the child can do with help. He calls this difference the zone of proximal development.

Since much of what a child learns comes from the culture around her and much of the child's problem solving is mediated through an adult's help, it is wrong to focus on a child in isolation. Such focus does culture and social agents, such as parents and more competent peers, contribute significantly to a child's intellectual development

Basing on the above researches from different people, family background plays a very role towards the academic performance of the learner and this therefore leads to the need to establish the impact of family background on the academic performance of learners in primary schools in Bulangira Town Council in Kibuku District.

1.2Statement of the problem

Academic performance is influenced by several factors and family background is one of them. Despite all guidance programs and counseling strategies mounted in schools to improve the pupil's academic performances, academic performance is ever varying in Bulangira town council and it has become necessary to find out the cause of such academic variation performance. Hence this background created a need to study on the impact of family background on the academic performance of learners in Kibuku district using a case of Bulangira town council.

Several researches conducted by scholars on academic performance have consistently shown that family background is important in predicting children's educational achievement (Gunn and Klebanov, 2007).

A study has shown that there has been a downward trend in academic performance of pupils in Uganda in many primary schools especially in rural schools (Osuafor, 2013).

Further, Rouse and Barroe (2006) in their study revealed that parental socio-economic status had a causal effect on children's educational outcomes, but however, they stated that the current studies could not identify precisely how parents' education and income changes affected educational achievement of the students. This therefore creates a gap to find out how parents' education and income changes had a relationship on educational achievement of the students, as well as provide empirical evidence of the same.

However, the mechanism for understanding this effect has not been well studied. This is because, in general, family process models such as those developed by Linver and Brooks (2002) have examined how parenting behaviors, such as the structure of the home environment influence children's achievement outcomes. Others have focused on specific behaviors such as harsh parenting, nurturing, and warmth. Hence, there has been less work on how factors like parental beliefs, education level and marital status influence students' motivation and achievement outcomes. Further, the studies that do exist generally examine young children in low-income or at-risk populations and focus on income-related variables as the moderator variables and family stress as a mediator to achievement outcomes. In addition, none of the scholars has focused on Bulangira town council in Kibuku District in Uganda.

It is in view of these concerns that this study will be carried out to explore the impact of family background on learners' academic performance in Bulangira Town Council in Kibuku District.

1.3 Purpose of the study

The purpose of the study was to explore the impact of family background on the academic performance of learners in Bulangira Town Council in Kibuku district.

The study examined the impact of parental marital status, family financial status, parent education level and family size on the academic performance.

1.4 Specific Objectives of the study

- i. To find out the effect of parental marital status on academic performance of learners**
- ii. To investigate the effect of family financial status on academic performance of learners**
- iii. To establish the effect of parent education level on academic performance of learners.**
- iv. To assess the effect of family size on the academic performance of learners**

1.5 Research Questions

- i. What is the impact of parental marital status on learners' academic performance?
- ii. What is the impact of family financial status on learners' academic performance?
- iii. What is the impact of parental education level on learners' academic performance?
- iv. What is the impact of family size status on learners' academic performance?

1.6 Significance of the Study

It presents an up-date of the family background as factors responsible for the academic performance of primary school pupils. Based on the findings of the study, proper decisions can be made by stakeholders. This cuts across students, teachers, parent, school administrators, the government

This study would help in providing empirical information in identifying and explaining the various family background variables on students' academic achievement. It would shed more light on better understanding of the phenomenon. The finding from this study would be of immense benefits to the parents, counselors, teacher, the society, school and researchers.

This study would help learners in primary schools the opportunity to understand the causative factors of poor academic performance in external examinations. It would also provide them the means of overcoming the challenges.

1.7 Scope.

1.7.1 Content Scope

This study was limited to examining the influence of family background on the academic performance of learners in Bulangira Town Council in Kibuku district.

1.7.2 Geographical Scope

This study was carried in three schools coded P,Q and R in Bulangira Town Council in Kibuku District.

1.7.3 Time Scope

The investigation was carried out for in months (July 2024- September 2024).

1.8 Limitation and Delimitation

1.8.1 Limitations of the study

Certain limitation constrained the researcher in the process of carrying out the study. The first limitation experienced is that the study was carried out in only Bulangira Town Council in Kibuku district. Virtually all the learners found were willing to take the questionnaire. However, despite these limitations, the findings from this study would provide a good reference point when referring to the relationship between family background and learners' academic performance in primary schools in Bulangira Town Council in Kibuku district.

1.8.2 Delimitation of the study

The limitations were handled by pretesting questionnaires, establishing friendship with the respondents and assuring them confidentiality in three selected schools in Bulangira Town council in Kibuku district.

1.9 Operational definition of terms

Family- A group consisting of blood related people including those adopted to the group (Morrish, 1977).

Family background – refers to circumstances and past events that help to explain how a child develops (Morrish, 1977).

Academic – The process of teaching and learning in school. It involves reading, studying and examination Family Background and Academic Performance of Students in Selected primary school” (Guay et al, 2010).

Motivation is a process governing choices made by persons among alternative forms of voluntary activity (Hamner and Organ 1978).

Performance – Refers to degree of attainment of the required grades in school situation.

Pupils’ academic performance – it is the extent to which primary school students have achieved their short- or long-term educational goals (Duttweiler 1986).

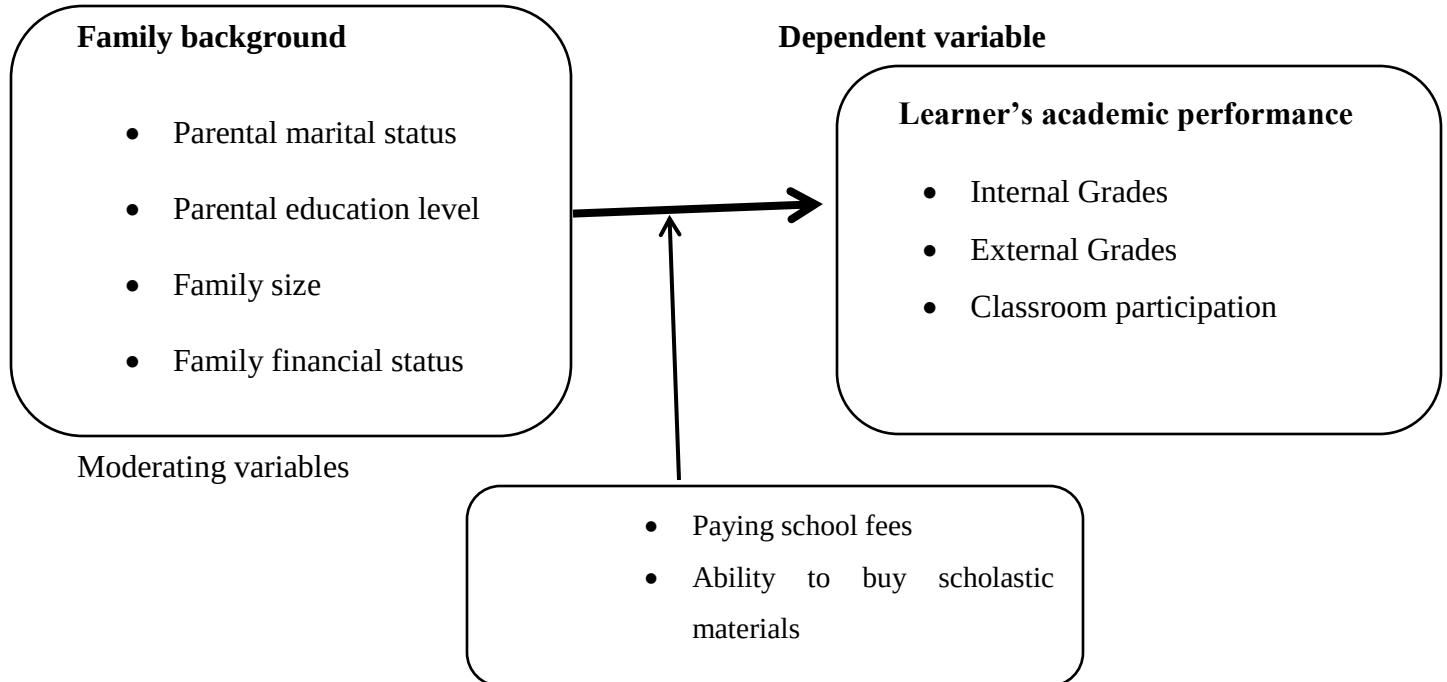
Family size – It is the total number of children in addition to the child himself (Kenny 1987).

Parental Involvement – It includes several forms of participation by the parents in education of their children and with the school such as helping their homework, providing encouragement arranging for appropriate study time and space (Williams 1996; Mji and Mbinda, 2005).

Theoretical Framework Lee Vygotsky's Social Development Theory (1896-1934) Abraham Maslow's Theory of Human Motivation

1.10 Conceptual Framework

Independent variables



Explanation of the conceptual framework

The independent variable of this study was family background, which was divided into the following components; family size, family financial status, parental educational level and parental marital status while the dependent variable is learners' academic performance. Whereas the Dependent variable was learners' academic performance with the elements of internal grades, external grades and classroom participation. Moderating variables included; paying school fees and ability to buy scholastic materials

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The review of literature is critical in any research work. This is because it enables the researcher to study different theories related to the identified topic and gain clarity of the research topic. It also enables the researcher to know the kind of additional data needed in the study. This chapter intends to find out and establish the gap between what has been explained by other authors theoretically and empirically and what has not been explained. This chapter contains the themes that were used to conduct the study. The themes include family background, parental education level, parent marital status, family financial status and family size. The literature review begins with the theoretical literature review then the empirical framework is presented. This chapter contains also theoretical review and the conceptual framework.

2.1 Theoretical Review: Socialization theory.

Socialization refers to the process by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience. Although cultural variability manifests in the actions, customs, and behaviors of whole social groups the most fundamental expression of culture is found at the individual level. This expression can only occur after an individual has been socialized by his or her parents, family, extended family, and extended social networks. This reflexive process of both learning and teaching is how cultural and social characteristics attain continuity (Chao, 2000).

This theory therefore adapted the socialization theory. Socialization theory was developed by Charles Cooley in 1929 and it refers to the parenting practices that influence children's development. Socialization is a lifelong process that involves inheriting and disseminating norms, customs and ideologies hence providing an individual with the skills and habits that are necessary for participating within one's own society.

Chao (2000) highlighted that usually it is assumed that cultural models define desirable endpoints for development that inform socialization goals which define the ideas about parenting in terms of parenting ethno theories. He however added that the cultural model is represented mainly by familyism which encompasses loyalty, reciprocity and solidarity with the members of the family and therefore the family is an extension of self. Therefore, this study added to the knowledge of socialization theory by relating the influence that family background has on only one aspect of a child's life, which is academic achievement.

2.2 Family Financial Situation and Academic Performance

Family background can be analytically separated into at least three distinct components as raised by Coleman (2008). These are: financial (physical) capital (family income or wealth), human capital (parent education), and social capital (relationship among actors). With respect to children's educational achievement, Kim (2002) maintained that, there is a direct relationship between parental financial and human capital and the successful learning experience of their children. However, he stressed that while both of these factors are important determinants of children educational success, there remains a substantial proportion of variation in educational success, which was unaccounted for by these variables alone. Kim (2002) explained that this variance by what he called the "social capital" which mediates the relationship between parents' financial and human capital, on the one hand, and the development of the human capital of their

children on the other. Research conducted using a sample of low-income minority families, found that mothers with higher education had higher expectations for their children's academic achievement and that these expectations were related to their children's subsequent achievement in math and reading (Kim, 2002).

The economic deprivation perspective has been given enormous attention by researchers of African family processes, specifically with regard to single-mother homes (McLanahan, and Wilson, 2009). Fifty percent of African female-headed families live below the poverty line, which makes them the most impoverished group in Africa (Taylor et al., 2000). The proponents of the economic deprivation perspective argued that the potential effects of single parents is not due to the physical absence of one parent but to the absence of the economic resources generated by the absent parent. Therefore, the effects of marital status on child well-being will be reduced when income is statistically controlled or when families are matched on income level. For instance, McLeod et al. (2004) argued that parents who experienced income loss became more rejecting of their children and that their children were at risk for developing feelings of inadequacy associated with parental rejection. However, the empirical research on the effects of income has not been adequately tested (Amato & Keith, 2001) nor has it consistently supported these assumptions for African children.

The limitations and small effect sizes found by family structure studies, as well as the income perspectives, led many researchers to criticize both approaches for several reasons (Murray et al 2009). For instance, Nganga (2008) argued that the major problem with pathological-based studies was not the harsh facts that described an important number of African families but failure to study how these families survived in extremely adverse conditions. A study revealed that single motherhood generally reduces the economic resources available to families because non-

custodial fathers contribute far less to their children's household than they otherwise would. In fact, only a minority of children with non-custodial fathers receives any child support payments, and the amount is typically very small. This means that by reducing income and necessitating greater paid work by mothers, single motherhood increases the time children must spend doing housework and working for pay, which might negatively affect educational achievement and progress (Zulauf and Gortner, 1999).

2.3 Parental Marital Status and Academic performance

A number of significant changes have occurred in African families over the past 50 years (Tucker and Mitchell-Kernan, 2005). In 1950, married couples headed 78% of African families. By 1996, this number dropped to only 34% (Amato and Keith, 2001). The divorce rate has also increased dramatically for Africa. In 1960, only 78 per 1,000 African women's marriages ended in divorce. In 1990, this number jumped to 358 per 1,000 (Tucker and Mitchell Kernan, 2005). It is expected that 75% of African children born to married parents will experience their parents' divorce before the age of sixteen (Amato and Keith, 2001).

The family structure model fails to consider aspects of parent-child relationships (Partridge and Kotler, 2007) and socialization processes within African families (Wilson, 2002). The family functioning model suggests that children may be better off in a cohesive single-parent home than in a conflictive two-parent home (Vollmar, 2006). Research on the effects of family functioning quality on African children has generally been very supportive of the family functioning theory (Heiss, 2006). Dancy and Handal (2004) found that family-environment quality significantly predicted African adolescents' perceptions of family climate, psychological adjustment, and grade point average. Heiss (2006) also found that family structure had weak effects on academic

variables for African adolescents, but parental involvement had a very strong effect on the same variables.

Numerous studies showed that fathers and mothers treated their girls and boys differently. For instance, Wilson (2009) found differences in children's and mothers' perceptions regarding the African fathers' socializing strategies of their girls and boys. Specifically, mothers, grandmothers, daughters, and sons perceived the fathers of sons as using more controlling, demanding, and supporting parental behaviors than was perceived for fathers of daughters. Fathers of sons were also perceived as more involved with their children than were fathers of daughters. Other studies showed that fathers hold more masculine gender role attitudes toward their sons and more feminine attitudes toward their daughters (Hokoda and Fincham, 2005). In general, fathers appeared to be stricter with their boys than were mothers and stricter with 15 boys than they were with girls. Therefore, the effects of parental marital status may be more apparent for boys than for girls.

Further study conducted by Turker (2003) reported that those who grow up in fatherless families do worse on measures of scholastic achievement, educational attainment, psychological health, behavioral problems, delinquency, stable family formation, early sexual debut, partner satisfaction, economic success, and even physical health. The bottom line is that single motherhood may reduce the quantity of parental time with children, both for mothers and fathers. This may translate into less socialization, less supervision and monitoring, and less involvement and emotional support. Household composition is less stable among single-mother families, with extended family, boyfriends, and stepfathers entering and exiting the picture over the course of childhood. Such instability may be psychologically disruptive to children. To the extent that it reduces income, growing up with a single mother may shape educational aspirations by making

college seem more or less plausible an option. Furthermore, single mothers may be unable to afford luxuries such as stylish clothes, sports equipment and fees, and orthodontics for their children. Their children's status among their peers may suffer as a result (Harris, 1999). Finally, having a single mother itself may be stigmatizing to children.

2.4 Parental level of education and Academic performance

The influence of the level of education of parents on the academic performance of their children is evident in all countries. Pamela and Kean (2010) states those that students whose parents have a tertiary level of education perform, on average, significantly better in test of science, reading and mathematical ability than do those whose parents have only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries. Even though the majority of the literature on parents' education pertains to the direct, positive influence on achievement (Ryan and Deci, 2000), the literature also suggests that it influences the beliefs and behavior of the parents leading to positive outcomes for children and youths (Heiss, 2006) for example, Alston and Williams (2002) found that parents of moderate to high income and educational background held beliefs and expectations that were closer than those of low-income families to the actual performance of their children, Low-income families instead had high expectations and performance beliefs that did not correlate well with their children's actual school performance.

Highly educated parents can also use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the

educational and professional elite. In most studies, parental education has been identified as the single strongest correlate of children's success in school, the number of years they attend school, and their success later in life.

Research on parenting also has shown that parent education is related to a warm, social climate in the home. Gottfried et al. (2004) found that both mothers' education and family income were important predictors of the physical environment and learning experiences in the home but that mothers' education alone was predictive of parental warmth. Likewise, Smith et al. (2007) found that the association was mediated by the home environment. The mediation effect was stronger for maternal education than for family income. Thus, these authors posited that education might be linked to specific achievement behaviours in the home. Murray and Fairchild (2009) also found that maternal education had the most consistent direct influence on children's cognitive and behavioral outcomes with some consistent direct influence on children's cognitively stimulating home environment.

2.5 Family size and Academic performance

Family size can be measured in terms of numbers of members living together in a family. Family size refers to number of children in the reference family. The larger the family, size, the more the difficulties encountered by the parents in meeting the needs of the children, both physically and emotionally, particularly in this austerity period when the prices of food and commodities are skyrocketing. The structural analysis of families is important because family is the most important and informal socializing agent that molds the child in society and the future of the child depends upon it. It helps children to recognize and achieve important societal goals. Impliedly, family setting and background play important role in strengthening or upsetting student's academic performance. Family is the primary socializing agent of which a student is a

member since it is in the family that the child is born. One may rightly say that the family is the informal socializing agent all their members are blood relations. Families differ vastly in terms of their significance in social order as some have more prestige, dignity, money and power than others. Three major types of family are nuclear or monogamous, compound or polygamous and traditional or extended families.

Studies performed by researchers proved that each type has its influence on the academic achievements of a child. Many research studies have indicated that children from nuclear families perform better in school than children from the compound or polygamous families (Ajala and Iyiola, 1989). The following reasons are responsible for this; the children have more time for their studies in most cases because there are less people to send them on errands. The reverse is the case in a polygamous family; Children from polygamous and broken homes have tendency to be social deviants due to lack of adequate supervision and care; since there are more people in a polygamous family, they exert a lot of such influences are bad then this will adversely affect the child.

Nuclear families are significantly smaller in size than extended families. Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families. The additional attention and support leads to better school performance (Eamon 2005; Majoribanks 1996). The fewer the family size, the better has somewhat become the 'rule' for higher academic performance. Moreover, the position a child occupies in a family equally plays a significant role in his development and academic achievements. Generally, the first child enjoys benefits particularly among the middle class and the 'rich' (Domina 2005). The last born are sometimes not adequately provided for; not only by their parents but equally by their brothers and sisters. The mere fact that their elder brother is a

lawyer and their sister is a doctor; blindfold them to the extent that they themselves will not work hard. In other words, they are relaxed by their elders' achievements. However, there are exceptional cases to this

Children from larger families are found to do worse than children from smaller families as revealed by Lacovou (2001). He found out that children lower down the birth order do worse than those higher up the birth order. According to Adler (2009), first born or the oldest child is usually advantaged by a good deal of attention and warmth during the early stage of life, which he entertains all alone. Observations and studies have shown that more attention and time are usually accorded to the first born (Seigal, 2007). Lacovou (2001) reported that parental attention by parents declines as the number of sibling's increases and later born children perform less well than earlier born siblings.

2.6 Research gaps

Existing research has mostly focused on the impact of family background on the eventual education attainment, especially the attainment of higher education, but it is worth noticing that education attainment is a continuous process in which the education achievement of the prior stage affects the later-stage achievement both cumulatively and probabilistically. Without access to high-qualified primary school and middle school education, one barely has much chance to proceed to higher education. The continuous and accumulative nature of education means that the competition for educational opportunities of individuals initiates ever since the primary school and middle school stages. Therefore, without a thorough analysis of the educational processes, it is difficult to fully understand the mechanisms of how family background affects children's educational opportunities and academic achievement. Moreover, there will be straight-

forward policy implications to explore the relationship between academic achievement and family background from the starting point—the phase of compulsory education

2.7 Conclusion

This literature review was extracted from various journals and authors whereby a number of issues have been discussed about the impact of family background on academic performance in the world. The literature review has helped in the identification of impact of family background on academic performance in different countries basing on the various studies made by different scholars. Several studies conducted in different African countries like Vietnam, Rwanda Ethiopia, Kenya, Ghana, Bangladesh and Nigeria show that factors like parental marital status, familysize, parental education and financial situation are significantly associated with the academic performance. The findings of this literature review help policy makers and researchers to design some strategies to improve on the academic performance.

The findings can also be used for reference by other academicians in the near future.

The literature also helps to understand the relationship of family background on the academic performance of other countries and apply that knowledge in our communities.

CHAPTER THREE

DATA AND METHODOLOGY

3.0 Introduction

The section deals with, research design, population, sample size and sampling procedure, instrumentation, validity and reliability of the instruments, research procedure, data analysis, ethical concerns and limitations of the study.

3.1 Research Design

This study adopted descriptive survey research of the ex-post-facto type to investigate the relationship between family background and learners' academic performance in Bulangira Town Council in Kibuku district.

The research study adopted quantitative approaches during data collection and analysis because the data was to be presented in numerical form.

3.2 Area of the study

The study was conducted in three primary schools in Bulangira Town council in Kibuku district to examine the impact of family background on the academic performance of learners

3.3 Study population

The target population of the study were Head teachers, teachers and pupils in selected school P, Q and R in Bulangira Town Council in Kibuku District.

3.4 Sample and Sampling Techniques

The sample size consisted of Head teachers, teachers and Pupils in the selected schools P,Q and in Bulangira Town Council in Kibuku District.

3.5 Sample size

Sample size is a group of people who are chosen from the population to provide data during research. The identified groupsof the target population were able to provide comprehensive information in relation to the study objectives and research questions.

The population of teachers was obtained by enumerating them while the population of the pupils was from pupils enrolled as the current academic year 2024 by asking head teachers in each school.

In this study, a sample of 30 teachers, 3 head teachers and 20 pupils wasused to give a comprehensive response about this topic undertaken.

Three teachers, one head teacher and 7 pupils from each school were picked to give the sample size of 9 teachers and 3 head teachers and 21 pupils. All these were respondents

Table 3.1: Sample size

POSITION	POPULATION	SAMPLE	SAMPLING TECHNIQUE
Teachers	30	09	Purposive sampling
Head teachers	03	03	Census
Learners	600	21	Simple random sampling

3.6 Sampling techniques

The purposive sampling was selected respondent basing on the age criteria in order to come up with a reasonable sample size.

3.7 Procedure for data collection

In administering questionnaires to the respondents sampled for the study, I will visit the school and introduce myself for the purpose of the visit. All the questionnaires administered out will be collected back directly by me on same day.

3.7.1 Data collection sources

The researcher got primary data from three categories of respondents that is to say teachers, head teachers and learners.

3.7.1.1 Primary data source

This type of information was obtained directly from head teachers, teachers and pupil.

The data was collected directly from the selected respondents and these are head teachers, teachers and learners

3.7.1.2 Secondary data source

Here books were used to get the information

3.7 Data collection methods

The researcher used three data collection methods to collect data from the three schools which included questionnaire, observation and interview method.

3.7.2.2 Questionnaire

The researcher used questionnaire guide that contains well-structured questions regarding the objectives of the study in order to save on time and give more room for the respondents to answer questions

The questions were administered to teachers, head teachers and learners.

3.7.2.3 Interview method.

This method was used to collect data from learners because some learners had difficulties in writing and reading could answer face to face questions.

3.7.3 Data collection tools

In order to collect data, the researcher was in position to use the interview guide and questionnaire guide and the data was collected from both primary and secondary sources.

3.7.3.1 Interview Guide

This is an instrument that is to be used in the way that involves face to face communication with the learners.

This was administered to learners by some asking them questions.

3.7.3.2 Questionnaire

The researcher used questionnaire guide that contains well-structured questions regarding the objectives of the study.

The questions were administered to teachers, head teachers and learners

3.7.3.3 Observation method

This method involved physical seeing of respondents. With observation method, the researcher was able to interact with the respondents, administered questionnaires and interviewing them as well

3.8 Data quality control

The researchers strictly followed the national research guidelines and consider the respondents informed consent through taking into consideration issues of confidentiality.

3.8.1 Validity Data

Quality control refers to validity and reliability of the instruments. According to Khan and Best (1989) validity of an instrument refers to its appropriateness i.e. asking the right question framed in the least ambiguous way. Content validity is the extent to which a test covers the content it is intended to cover crane and brewer.

3.8.2 Reliabilityof the instrument

This was insured by testing the instruments and purposive selection of respondents which assists in strengthening the reliability of the data collected.

3.9 Data collection procedure

The collection of data from the selected respondents involved mutual consent between the respondents and the researcher upon promising confidentiality of their response.

The data collection tools were then pre tested and then distributed to the respondents.

3.10 Data Analysis Techniques

The data wasanalyzed using Microsoft Excel and presented in frequency tables, percentages.

3.11 Ethical Considerations

This was done by administering questionnaires to the selected respondents and interviewing some respondents in a private way and assuring them confidentiality with their answers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This data was analyzed by using Microsoft Excel and was later it was tabulated as shown in the tables below

4.1.0. Socio- demographic information of the respondents.

4.1.1 Gender of respondents

Gender was sought and it was presented in accordance to the findings from the study.

Table 4.1 showing gender of respondents (Head teachers)

GENDER	Frequency	Percentage %
Male	02	67
Female	01	33
Total	03	100

Source: Primary data 2024

Table 4.2 showing gender of respondents (Teachers)

GENDER	Frequency	Percentage %
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Male	05	55
Female	04	45
Total	09	100

Source: Primary data 2024

Table 4.3 showing gender of respondents (Learners)

GENDER	Frequency	Percentage %
Male	12	57
Female	09	43
Total	21	100

Source: Primary data 2024

After analysis, the results indicated that response rate was high among the male respondents and low among the female respondents across all the identified respondents. This shows that the males were more willing to give answers than their female counterparts.

4.1.2 Age group of the respondents

Table 4.4 showing age bracket of the respondents (head teachers)

Age category	Frequency	Percentage %
36 -45 years	02	67
46 and above	01	33

Total	03	100
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Source: Primary data 2024

The response rate was high from the head teachers who are between 36-45 years and low to the head teacher who is aged 46 years.

Table 4.5 showing age bracket of the respondents (teachers)

Age category	Frequency	Percentage %
26-35 years	03	34
36 -45 years	04	44
46 years and above	02	22
Total	09	100

Source: Primary data 2024

It was found that the response rate was high among teachers aged 36-45 years followed by those aged 26-35 years and the lowest was observed in teachers aged 46 years and above.

Table 4.6 showing age bracket of the respondents (learners)

Age category	Frequency	Percentage %
10-15 years	09	43
16-20 years	12	57
Total	21	100

Source: Primary data 2024

Distribution of pupils according to the family socio-economic backgrounds

Table 4.7 showing distribution of learners according to parental marital status

Family marital status	Frequency	Percentage %
Married	13	62
Divorced	03	14
Single	03	14
Widowed	02	10
Total	21	100

The response rate was high among respondents from married families followed by those from divorced and single families and lastly from widowed families

Table 4.8 Impact of parental marital status on academic performance

Parental status	Academic performance	
	Good	Poor
Married	08	03
Divorced	00	03
Single	02	01
Widowed	01	01

The results show that learners from married families performed better compared the learners from divorced, single and widowed families. This shows that learners from married families receive scholastic materials and fees from both parents.

Table 4.9 Distribution of learners according to parental level of education

Level of education of parents	Frequency	Percentage %
No education	11	52
Primary education	05	24
Secondary	03	14
Tertiary	02	10
Total	21	100

Source: Primary data 2024

Table 4.10 Impact of parental educational level on academic performance

Parental education level	Academic performance	
	Good	Poor
No education	04	07
Primary	02	03
Secondary	02	01
Tertiary	02	00

Learners whose parents had attained tertiary education performed better followed by those whose parents achieved secondary education while those whose parents had no education performed poorly than the rest of the learners. This implies that parents who have attained education are most likely to send their children to school and meet the school requirements which boost the academic performance.

Table 4.11 showing distribution of learners according to parental financial status

Parental financial status	Frequency	Percentage %
Poor	10	48
Richer	06	28
Richest	05	24
Total	20	100

Source: Primary data 2024

The response rate was high (55%) among the learners whose parents are poor and slightly low among those whose parents are richer and richest.

Table 4.12 Impact of parental financial status on academic performance

Parental education level	Academic performance	
	Good	Poor
Poor	02	08
Richer	04	02
Richest	05	00

The academic performance was extremely good among learners from richest families, followed by learners from richer families and the poor performance was recorded among learners from poor family backgrounds. The richest parents are able to provide all the scholastic materials and even pay schools for their children in time thus helping perform better.

Families with high socio-economic status often have more success in preparing their children for school because they typically have access to wide range of providing their young children with high quality child-care, books and encourage children in various learning activities at home. They also easy access to information regarding their children's health, as well as social, emotional and cognitive development (Ojo and Yilma 2010).

Table 4.13 showing distribution of learners according to family size

Family size(No of children)	Frequency	Percentage %
0-2	04	19
3-5	12	57
6-8	03	14
9 and above	02	10
Total	21	100

Source: Primary data 2024

The response rate was high among learners from families with 3-5 members followed by those from 0-2 members and lowest from respondents with 9 members and above

Table 4.14 Impact of family size on academic performance

No of children	Academic performance	
	Good	Poor
0-2	03	01
3-5	07	05
6- 8	01	02
9 and above	01	01

Family size is another family background factor which influences the academic achievement of learners. Learners under small size family condition, exhibits purposeful behavior aimed at achieving academic set goals. The achievement of these goals determines the motive. Kickey and Lindsey (1995) clearly distinguished two perspectives of motivation; these are situational and dispositional perspectives. According to them, disposition perspective asks question about students' general orientation according to learning which relates the students' priority and students' nature. The situational perspective according to the scholars focuses on learning context. These scholars further identified to factors that greatly influence learners' motivation. These are: interpersonal factors such as curiosity, perseverance, and autonomy (intrinsic-factors) and environmental factors such as parent's peers and sibling (extrinsic factors).

Qualitative data

Impact of parental marital status on the academic performance of learners

Learners whose parents were married performed much better than their colleagues from widowed, separated and single parents.

The response was that children from single, widowed and separated parents had little support from their parents compared to the learners from married parents.

Impact of family size on the academic performance

Learners from small sized families performed well compared their friends from big sized families who did not perform well. The reasons for poor performance among learners from big sized families were limited support from their parents, lack of enough parental guidance etc.

Impact of parental financial status on the academic performance

Children richest and richer families performed much better in academics compared to the children from poor families.

The richest and richer parents were able to pay school dues in time and even take their children to boarding sections where much attention was given to them.

Impact of parental level of education on the academic performance

Children whose parents were educated performed well compared to the children from less educated parents. The educated parents act as a role model to their children and besides that they are able to get jobs. They can use that money from their jobs and be able to pay school dues

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter contained a summary of the major findings of the study. It is followed by conclusion based on the findings and recommendations to relevant stake holders as well as suggestions for further research. Summary of findings

Then study examined the relationship between family background and learner s' academic performance in BulangiraTown Council in Kibuku District. The data collected for the study was subsequently analyzed with the use of descriptive (simple percentage and frequency).

5.1 Summary

5.1.1 The impact of Parental marital status on academic performance

The study was investigating the relationship between parental marital status and the academic performance of learners. The findings showed that majority of learners (62 %) Caine from married parents' families. These findings therefore support the observation made by McLeod, Kruttschnitt and Donfeld (2004) that children from two parent homes do better than children from single parents widowed and divorced homes.

5.1.2 The Impact of parents' education level on academic performance

The findings of this study revealed that 52% of the learners' parents had no education level education but however an observation made by Pamela and Kean (2010) that learners whose parents have a tertiary level of education perform on average significantly better than the rest

was true since it was found that much as the response rate from children whose parents had tertiary education, they all passed well in their studies.

5.1.3 The impact of family size on academic performance

The findings of the study revealed that 57% of the students come from families with at least 3-5 children.

The results also showed that learners from families with 0-2 and 3-5 children performed well compared to the learners from big families.

5.1.4 The impact of Parental financial status on academic performance

The results showed that learners from the richest family background performed well followed by those from richer families. This performance was good because the richer and the richest parents were able to give their children school requirements unlike the poor parents who cannot afford the necessary school requirements.

5.2 Conclusion

The results showed that learners from married families were found to be academic performers compared to learners from widowed, divorced and single families

On the issue of parental educational level, it was concluded that the level of education of parents had an impact on their children's academic performance. It was also concluded that children whose parents had tertiary and secondary education performed relatively well compared to children whose parents had no education

On family financial situation size, it was concluded that children from richer and richest family backgrounds performed well because their parents were to support them financially while at school.

On matters of family size, it was concluded that children from small families performed well compared to children from large families who were found to perform poorly in schools.

5.3 Recommendations

The researcher also recommended that for children to attain academic achievement the family should have stable income from whatever source.

The researcher recommended that parents should endeavor to be also academically sound if they have to influence their children's academic performance.

The researcher also recommended that a family size should also be average size if the parents are to meet all the basics of their children if the children have to achieve academic

5.4 Suggestions for further studies

The researcher suggests that a replica of the study be carried out on a wider geographical scope. Results from such studies would provide adequate guide to stake holders in secondary school education beyond the limit of a local government as in the case of this particular studies

Further, this study was conducted among primary school pupils, therefore the researcher suggests a similar study on secondary school students, to find out whether the results of this study can be replicated among primary school pupil

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

APPENDIX II: CONSENT FORM

JOGO THOMAS

P.O Box Kibuku.

Dear respondent **RE: HELP IN FILLING THE QUESTIONNAIRE**

I am a student at Busitema University and I intend to conduct a research study on the impact of family background on academic performance of learners in primary schools in Bulangira Town council in Kibuku District.

You have been selected to take part in this study. Please kindly respond to the questions and statements as frankly and truthfully as you can.

Your cooperation and contribution towards this research will be very much appreciated.

All information given is confidential. (Do not write your name)

Yours faithfully,

.....

JOGO THOMAS

APPENDIX III: QUESTIONNAIRE FOR ALL RESPONDENTS;

- i) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- ii) ii) If any of the questions may not be appropriate to your circumstance, you are under no Obligation to answer.

SECTION A: PERSONAL PROFILE

- 1. What is your gender? Male ☐ Female ☐
- 2. What is your age? Below 25 ☐ 26-35 ☐ 36-45 ☐ Above 46 ☐

SECTION B: ACADEMIC PERFORMANCE FOR LEARNERS

- 1. How you perform last year?

QUESTIONNAIRE FOR LEARNERS

1.0 FAMILY FINANCIAL SITUATIONS

What is your gender? Male ☐ Female ☐

What is your age? ☐ 10-14 ☐ 15 and above ☐

- 3. What is your main source of your parental financial status?

Poor ☐ richer ☐ richest ☐

3. PARENT EDUCATION LEVEL

- 4. What the average education level of your parents? ☐ Primary ☐ Secondary ☐ Tertiary ☐

None

5 Do you think that parents' education level have any impact your academic performance? ☐ yes
☐ no

6. If yes, how?.....

3. FAMILY SIZE

7. How many people are you in the family? 0-2 ☐ 2-5 ☐ 5-10 ☐ above 10 ☐

8. How many live-in relatives do you have? 0-2 ☐ 2-5 ☐ 5-10 ☐ Above 10 ☐

4. PARENTAL MARITAL STATUS

9. What is your parental marital status? Married ☐ widowed ☐ divorced ☐ single ☐

10. How does your parental status affect your academic performance?

APPENDIX IV: BUDGWT ESTIMATES

BUDGET ESTIMATES

ITEM	ESTIMATED COST
Typesetting	100,000
Travels	100,000
Research Activities	200,000
Stationery	120,000
Total	520,000