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THE FAMILY BACK GROUND INFLUENCE ON THE ACADEMIC PERFORMANCE
OF PHYSICS STUDENT S IN THE COMPTENCE BASED CURRICULUM IN DABANI
SUB-COUNTY, BUSIA DISTRICT

BY

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DECLARATION

I Mugeni Stephen declare that this research dissertation is my original work and has not been submitted anywhere for the award of a degree where other people's work was used, this has been acknowledged and cited according to the university policy.

Signature.......... Date.....18/11/2025.....

MUGENI STEPHEN

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APPROVAL

This research proposal has been submitted for examination with my approval as his university supervisor.

Signature..........Date.....18/11/2025.....

DR. SSENYUZI CLIFFE RICHARD

DEDICATION

I dedicate it to my lovely grandmother Auma Rosina, my father Mangeni Livingstone, my brother Egesa Cyrus, my aunt Erumbi Eunice and my classmates.

Above all I dedicate this work to the Almighty God who has blessed me with knowledge and wisdom, and protected me throughout the course of this proposal writing.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude to all individuals who have supported me and contributed to this research study.

Gratitude is extended to my supervisors, for their guidance insightful feedback and continuous support throughout this research. Their expertise and encouragement were valuable in shaping the direction and quality of this work.

I extend my appreciation to all my colleagues who have generously shared their time and knowledge for this study. Their contributions have been essential in developing this research paper.

I would like to thank my family and friends for their unwavering support, encouragement, and positive environment throughout this research endeavor. Their belief in me has been a constant source of motivation.

ABSTRACT

The study was set to establish the family background influence on the academic performance of physics in the competency-based curriculum in Dabani subcounty, Busia district.

The study was guided by the following objectives; to find out if socioeconomic status of parents influences their student's academic performance in physics, to find out whether educational attainment of parents affect their student's academic performance in physic and to find out the influence of family size on the educational upbringing of physics students.

A survey research design made use of collected data from 80 respondents were selected.

Questionnaires, interviews were used, teachers and students were positively selected as they were the key source of information and students were selected using simple random sampling.

The study revealed that the family background of the student influences his or her performance in physics in the CBC because the performance in physics was poor and the enrollment of students in advanced level was very low. Students had no educational resources like the textbooks and even books for writing their notes. Some students take a year without paying tuition especially those from the low- income families. Students are not given attention and help from parents because of no education of most parents. This information can be used for academic purposes to improve on their performance in physics.

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ACRONYMS AND ABBREVIATIONS

CBC: Competency- based curriculum

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CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter describes the background information of the project, the problem statement, the aim and objective of the study, the scope of the project. The problem statement describes the problem of the study and identifies potential causes and solutions, and the specific objectives will guide in achieving the main objective.

1.1 Background

Education is a basic tool used by society for the transmission of its societal values. It has become an area of prime importance not only for government or voluntary agencies but also for individuals, families and communities. Voluntary agencies and individuals are committing a lot of resources in order to achieve success in educational Enterprise. (Mundhe 2018).

AWONIYO (1991) put it that the government believes that the greatest investment of nation depends on the genius, qualities, attitudes and aspirations of her people and it cannot expect to be ignorant and free at the same time (Mwumvaneza 2015).

Many factors and reasons have been given as being the responsible for the continuous falling in the academic standard of the present educational system (Sheldon and Biddle 1998). These include attitudes of teachers to work, lack of seriousness on the part of the students, effects of the dwindled economy and to some extent the increasing degenerating moral system

Despite of all possible efforts put forward by various government and voluntary agencies to curb these trends, the country is yet to witness the rise it's desires to see in the educational system (Maassen and Cloete 2006).

The saddest irony of it all is that we have all the teaching facilities and equipment with modern infrastructures, more qualified and experienced teachers now that we had in the past, more improved effective teaching methods and strategies as well as basic amenities one could need for effective learning. The worry then was, why is education falling continuously in the system today?

There searchers' interest motivation in this topic is that the fact that some students are exceptionally good in their work while more extremely bad when such variations in scores are traced (Patall 2013). It is more often discovered that family background is a major contribution factor. It is therefore important that the levels of such contributions and the influence they have on children be examined so that useful suggestions to parents, teachers, educational planners and government could be made.

ORHUNGUR (1990) asserts that the cultural background of the family is determined to a large extent by its socio-economic background (a Writer).

As the child grows up moves out to the interest wider society his or her interaction with it and perception of it are largely determined from their earlier, experiences at home (Harris 1995). The family setting and its socializing influence mold the personality of the child.

Uganda is a society with diverse ethnic groups with various cultural background in are alike family size, occupation and in extreme cases, religion (Kibanja, Kajumba et al. 2011). These factors pose their own work restrictions on educational upbringing of children. The social sitting or mode of settlement of the family and extended family system may equally influence the academic performance of a child and by extension, their educational upbringing.

Motivation is most needed in order to perform more efficiently in their area of endeavor (Ahmad 2021). When certain factors are eminent in a child's family background, it is clear that the child will be motivated and driven towards high academic goal.

DENGA (1986) and EYAKE (1997) advised that praises, incentives, recommendations and other forms of reward system should be employed as motivational factors to stimulate students to higher achievements (YUSUF 2019).

It is likely that much a child achieves during his school days is largely dependent on the kind of family to which he/she belongs (Chi and Rao 2003). For instance, a child whose parents take a great deal of interest in he or she does at school and gives him or her necessary support by providing all the required books and finances needed has a great advantage over a child whose parents don't give him these kinds of incentives and encouragements.

More so, students' attitude to learning and educational performance s are shaped by the kind of stimuli offered to them by their various environments (Struyven, Dochy et al. 2008). This

can be considered in terms of the family, the home, parental social orientation, educational level, occupation to mention but a few. Its therefore evident that students' Performance is contingent on the stimulus the home offers.

Educational upbringing is not unconnected with the family influence of a child (Vertel, Korolenko et al. 2024). Individual members of the family serve as a model to the child as he or she copies from each of them. EYAKE (1997) quoted.

ADEYENE (1977) if the house fails to provide the child with the necessary equipment to fit him or her into his proper place in the society and guided properly for his or her future career, then the child is damaged. An analysis of the percentage of secondary School dropouts today, entails that such students are usually from broken homes, wiring polygamous family with other socially related problems.

The agrarian and large families have accounted the polygamous life of people (Zhi-nong and Shu-qing 2023). The larger the size of the family, the more economic and other social responsibilities the parents bring upon themselves. And more often than not the educational performance of students from such family suffers serious setback. This is because such parents might not be able to afford the cost funding education for the children.

Other factors may affect the education performance of students like separation on ground so different working station, divorce or even natural death can bring adverse effects on the growth and development of a child.

Furthermore, economic position of parents is one of major factors that can influence greatly the educational upbringing of a child.(Davis-Kean 2005) In most families, either or none of parents may be earning income sufficient enough to sustain the family faced with malnutrition and other emotional and psychological effects, the mental development of the child would benefit greatly retarded.

OHUNGUR (1990) adds that a low incomes family with plenty of feeding problems may produce children who physical and mental development poses real challenges to the school's effort at optimum development to the child.

This research work is therefore intended to explore the degree to which these factors influence the educational performance of students with a view to making useful suggestions that would help in checking the system.

1.2 Problem statement

(Raven 1977) Among them is the family background of the child. The family has a great role to play on the overall development of the child and his educational upbringing in particular. The gap in performance between students and academic excellence constitute a great source of worry and serious concern as well as discomfiture to parents, schools Managers, policymakers and various governments responsible for education of students in the secondary schools.

Experience has shown that among the secondary school students, there exists many differences which influence students' academic performance such as see students being able to pay their school fees, some students have problems with the provision of school uniform but others don't. Likewise, some students were motivated by their parents through the provision of educational materials like textbooks and exercise books, others were not, where as some students come to school properly fed, others not. One of then wonders the influence of family background had played in these issues. In the light of this, the main problem of this research is to find out if there exist in Dabani local area a relationship between family background and the students' academic performance in physics.

1.3 Main objective

(Carnoy, Hallak et al. 1999) There is no gain for any country whose educational planners and policy makers stand and watch the falling standard and steady decline of education at a given rate .They must identify the causes for such decline with a view of getting solutions to them.

1.4 Objectives of study

- I.*** To find out if social economic status of parents influences their students' academic performance in physics.

II. To find out whether educational attainment of parents affect their students in physics.

iii. To find out the influence of family size on educational upbringing of physics students.

1.5 Research questions

For the purpose of this research work the following research questions have been formulated.

Does parent's socio- economic status influence the academic performance of the students?

Is there any effect of family size on the academic performance of physics students?

1.6 The significancy of the study

The work of this nature when completed may help the parents to be aware of the effect the family has on the children and how such affect the child positively or negatively in relation to their academic performance. from the available recommendations, they will be able to adopt measures bring up in such a way

1.7 The scope of the study

It would be much demanding to undertake a complete study of the effects of family background on the academic performance of students in all the secondary Schools are scattered all over the local government area and due to logistics constraints on the researcher, only three (3) schools will be sampled. Sampled schools are selected based on their metropolitan population.

The study is likely to be confined to senior one secondary School students of the selected school. This is because senior one secondary School is the beginning of senior secondary School class. If the family background affects students in senior one, it is assumed that likely to affects their performances in senior secondary School certificate examinations and even worse in their academic performance.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter review presents the related literature to the background influence on the academic performance of physics in the CBC as noted by other scholars, writers and press among others. This chapter gives the view on the socioeconomic, family size and parent's educational attainment.

2.1 The family

The family is the first, the smallest and the most important unit of a child's social organization. It is responsible for the development of the child's physical, mental and moral dispositions. Asikhia (2010) also agreed that the family educational background and socioeconomic status play pivotal roles in the learning process of the child (Arthur 2022).

She stressed further that the child's performance whether in the positive or negative could be attributed to the type of family such a child comes from. Ushie, Owolabi and Emeka (2012) confirmed that family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration.

Ajila and Olutola (2000) posited that the home affects the individual since the parents are the first socializing agents in an individual life (Ibeagha 2015). Uwaifo (2008) affirmed that family background of a child affects his reaction to life situations and his level of performance. Ndem in Omirin and Adeyinka (2009) confirmed that parental support financially and morally has been found to be potent in improving students' performance.

Ebenuwa-Okoh (2010) opined that if the finances of students are not adequate, the situation may affect their academic performance (Abdu-Raheem 2015). Egbule in Ebenuwa-Okoh (2010) added that student's academic performance may be enhanced if their financial needs are adequately met.

The United States Department of Education (2000) discovered that the relationship between poverty of parents and students' performance is not simple and direct (Engle and Black 2008). It confirmed that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts. Danesty and Okediran (2002) lamented that maternal and paternal deprivations of the essential needs of the young students have prompted their poor performance in public examinations such as Junior Secondary School

Certificate Examinations (JSSCE), West African School Certificate Examinations (WASCE) and National Examination Council (NECO). Shittu (2004) asserted that poor parental care with gross deprivation of social and economic needs of a child usually leads to poor academic performance of the child.

Caro (2009) found that the relationship between family socio-economic status and academic achievement is cordial. Chen (2009) also posited that parental education is the key determinant of student's achievement (Chen 2016). They noted that there is gap in academic achievement between students of high and low socioeconomic

families. They stressed further that because children from low socio-economic status have relatively poor skills, they are prone to leave school early and less likely to gain admission to college. Udida, Ukwai and Ogodo (2012) also agreed that family characteristics are major source of disparity in student's educational outcomes (Abiodun and Ojo 2018). They stressed further that student's academic performance is influenced by the socio-economic background of their parents; as parents that earn high income can take absolute responsibilities of their children's education compared with parents that earn meager salaries.

Huang (2007) confirmed that there is a correlation between parents' education level and children's motivation and achievement at upper secondary schools (Abdu-Raheem 2015). Hansen and Masterkaasa (2006) discovered that students who originated in a farm household show the lowest

educational attainment while those who originated in academic household perform best (Hansen and Mastekaasa 2006). Unity, Osagioba and Edith (2013) emphasized that a child is affected negatively if he/she comes from an economically disadvantaged family. They

stressed further that such children are faced with overwhelming challenges that leads to poor school performance.

In their study, Farooq, Chaudhry, Shafiq and Berhanu (2011) asserted that students whose parents are educated score higher on standardised tests than those whose parents were not educated at secondary school level in a metropolitan city of Pakistan.

They affirmed that educated parents can better communicate with their children regarding school works and activities (Delgado-Gaitan 1991). Hill, Castelino, Lansford, Nowlin, Dodge, Bates and Pettit (2004) attested that the status of parents does not only affect the academic performance of students, but also make it impossible for children from low socioeconomic background to compete well with their counterparts from high socioeconomic background under the same environment.

The students' performance in the outcome of Physics examination depends on the level of interest the students have in the subject, achievement processes have been viewed by the characteristics of the students and their environment utilization of teaching-learning models, instructional materials as well as the structural ability of the students.

Asikhia (2010) noted that “family educational background and socio-economic status influence the academic performance of students; that these two are lumped together because they are related and one may rightly say that they are married and hence should not be divorced”.

Schulz (2005) contended” that socio-economic status (SES) is an important explanatory factor in many different disciplines like health, child development and educational research”.

Research has shown that socioeconomic status is associated with health, cognitive and socioemotional outcomes (Saltiel, Sarzosa et al. 2017).

In general, educational outcomes have been shown to be influenced by family background in many different and complex ways.

Danesy and Okediran (2002) lamented that” street hawking among young school students have psychologically imposed other problems, like sex networking behaviour, juvenile

delinquent behaviour, which takes much of the student school time that necessitated the poor academic performance and drop out syndrome noticed among school students”.

According to Sunday A and Veronica T, (2012) “Students’ attitudes about the value of learning physics can be considered as both an input and output variable, because attitudes towards the subject can be European Journal of Science and Mathematics Education Vol. 3, No. 1, 2015 related to educational achievement in ways that reinforce higher or lower performance”. That is, students who do well in physics generally have more positive attitude towards the subject, and those who have more positive attitudes tends to perform better. Students believes in the way they learn influence achievement outcomes.

Influence of Examination Body on the Students Academic Performance: There are serious misconceptions about how scripts of examination conducted by the WAEC are marked, students have alleged that examiners marked base on their emotional dispositional, this is not true, and as one of the examiners the fact is that, the scripts are given to professionals for accurate marking.

There is sufficient quality assurance involved on the making process to produce reliable results and before scripts are given for making, workshop are organized in order to take the examiners through the rudiments of marking.

Also, there is no sentiment in marking and the scripts are carefully marked.

Student Performance in Physics Based on Gender: The influence of sex on student’s performance in Physics examinations, Mitchemore (2007) “acknowledges the superiority of male students over female students, which he noted that in all examinations boys obtained higher scores than girls”. Also, Maccoby and Jackklin (2004) found out that “boys clearly perform better than girls in Physics examinations”.

School type and Students Academic Performance: The nature of school students attend as a great influence in his or her performance (Matsuoka 2010). From the interaction with the school heads and their Physics teachers, it was discovered that the boarders can be taught at any time since they are within the school; also, they are engaged with much academic activities.

The Parents Influence on Students Performance in Physics Examination: This anchor firmly on the theory of Family Deficit Model, Donahoo (2003) which sees “nuclear or two-parent family as the ideal family structure and single parent family as a deviant from the ideal family”.

According to this model, single-parent families have a negative impact on the child in that it is bad for the child’s upbringing and cognitive development. Indeed, children from singleparent families are at greater risk than children in two parent families; even when they have the same academic abilities, Thiessen (1997) posited that “children from single-parent families are three times more likely to drop out of high school than children from two-parent families”.

Likewise, Amato and Keith (1991) and Lauer R and Lauer J (1991) found that

“children in single-parent families may be at greater risk than children of two-parent families”. The implication of this theory to the present study lies on the fact that students’ performance in school is mediated by their upbringing which perhaps is influenced by their family background.

According to Fadeiye (1985) “in two parent homes, both parents have roles lo play in child education (Abudu and Fuseini 2013). The father is to provide the necessary tools for the educational advancement, while the mother is supposed to supplement the father’s efforts in this regard.

When the father is absent and the mother is not privileged enough to cater for all the basic needs as well as supervised the academic performance of the child, the child will be backward or withdrawn”. In similar view, Ortese (1998) noted that “when the mother is absent and the father is not privileged enough” (Salami and Alawode 2000).

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CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter covers the following; Research design, Research population, sample size, sampling procedure, data collection methods, Research instrument validity and reliability of instruction, Data analysis and ethical considerations.

3.1 Research design

The study will employ the descriptive survey design specifically the descriptive comparative and descriptive correlation strategies (Siedlecki 2020). This deals with the relationship between variables, testing of hypothesis and development of generations and use of theories that have universal validity. It also involves events that already taken place and may be related to the present conditions. The study will be used as a descriptive design with the reason that the researcher will be interested in finding out the influence of family background on the academic performance of physic students in Dabani sub-county, Busia district.

3.2 Research population

According to the Ministry of Education and Local government in Busia district in charge of education, the district has about 34 secondary Schools with a population of about 19000 students. However, in research about 50 students from each 3 selected secondary schools in Dabani sub-county, Busia district will be considered.

3.3 Sample size

A sample of 150 will be taken as target population. To determine the sample size of the study, several factors will be considered such as variables, the type of research design, methods of Data collection, data analysis and size of accessible population.

3.4 Sampling procedure

Positive and simple random sampling will be used to pick the schools for the study. All schools Will be chosen from Dabani sub-county Busia district. The simple random sampling will be used to pick respondents from each school.

3.5 Research instruments

3.5.1 Questionnaires

The researcher will collect primary data from the participants using self-administered questionnaires to the students with both open ended and close ended questions.

The use of these questionnaires will enable the respondents to remain anonymous and be honest in their responses (Siedlecki 2020). Also using a questionnaire as an instrument for collecting data is suggested due to the fact it's is easier for the researcher to statically analyze the data. In addition, it is not based and the responses will be gathered in a standardized manner, so they Will be more objective in the results.

3.5.2 Interview guide

An interview guide is an oral administration of questionnaires and it gives a general plant of follow for data collection (Srivastava 2024). An interview guide will be used since it encourages face to face interactions with the respondents so that issues can be clarified therefore, gaining in depth information related to the objectives of the study.

3.6 Validity and reliability of the instrument

Validity of the research will be referred to as measurement of the degree to which a research instrument will measure an attribute that it is specifically designed for while reliability is referred to as the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to improve on the reliability of the research instrument, the questionnaires are administered to the selected schools twice within an interval of two weeks after the initial research study. This helps to ensure the consistence of the data collected within the two research intervals and will then be analyzed for correct information and statistical data presentation.

3.7 Data analyze

Data is analyzed and presented using statistical techniques which include distribution table and among others and aid by use of Micro soft Excel and Micro soft word which have analysis tools that enable in graphical representation during data presentation.

3.8 Ethical considerations

To ensure confidentiality of the information provided by the respondents and as certain the practice of ethnics in this study, the following activities will be implemented by the research;

The principle of voluntary participation will be strictly adhered to and the respondents are not coerced into participation in the research as they are informed about the purpose of the study.

Getting permission and authority from all the relevant authorities for conformity in ensuring that the study is not discontinued in the process (Coomber 2002).

Acknowledging the authors quoted in this study through citations and referencing.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.0 Introduction

In this chapter, the researcher presents, interprets and discusses the findings of the study. These findings are based on data collected using questionnaires and interview guides. Questionnaires were administered to the students.

4.1 Presentation of findings

For easier understanding, interpretation and discussion of findings, presentation was done with the help of frequency tables and pie charts with percentages was appropriate (In and Lee 2017). The researcher used questionnaires to get responses from students. Findings of the study were presented to the theme of study; The family background influence on the physics performance in the competency-based curriculum in Dabani subcounty Busia district.

Objective one: to find out if social economic status of parents influences the students' academic performance in physics (Ebong 2015). The economic status of parents is very important on the performance of students. parents are able to purchase the scholastic materials for their children if they are financially stable.

Table 4.1 Data on the students' response on parents' main source of income.

Response	Frequency (f)
Formal employment	7
Business	11
Farming	38
Causal labour	16
Unemployed	8
	$\Sigma f=80$

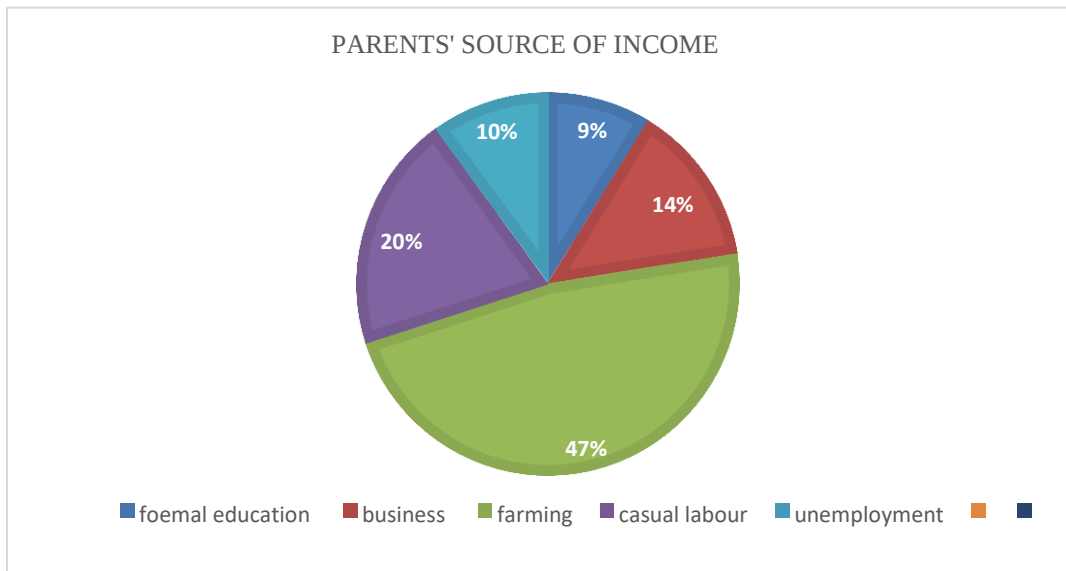


Figure 1

The data indicates that majority of parents 65% are farmers, 20% are casual labour, 13.75% are doing business, 8.75% are formal employment and 10% are unemployed.

Table 4.2 Data on the students' response on the rate of extent to which their family's financial status affect their performance in physics.

Response	Frequency
Not at all	4
To a small extent	6
To a moderate extent	18
To a large extent	32
To a very large extent	20
	$\Sigma f=80$

The data shows that 32 students are affected to a large extent, 20 are affected to a very large extent, 18 are moderately affected, 6 are affected to small extent and 4 are not affected at all.

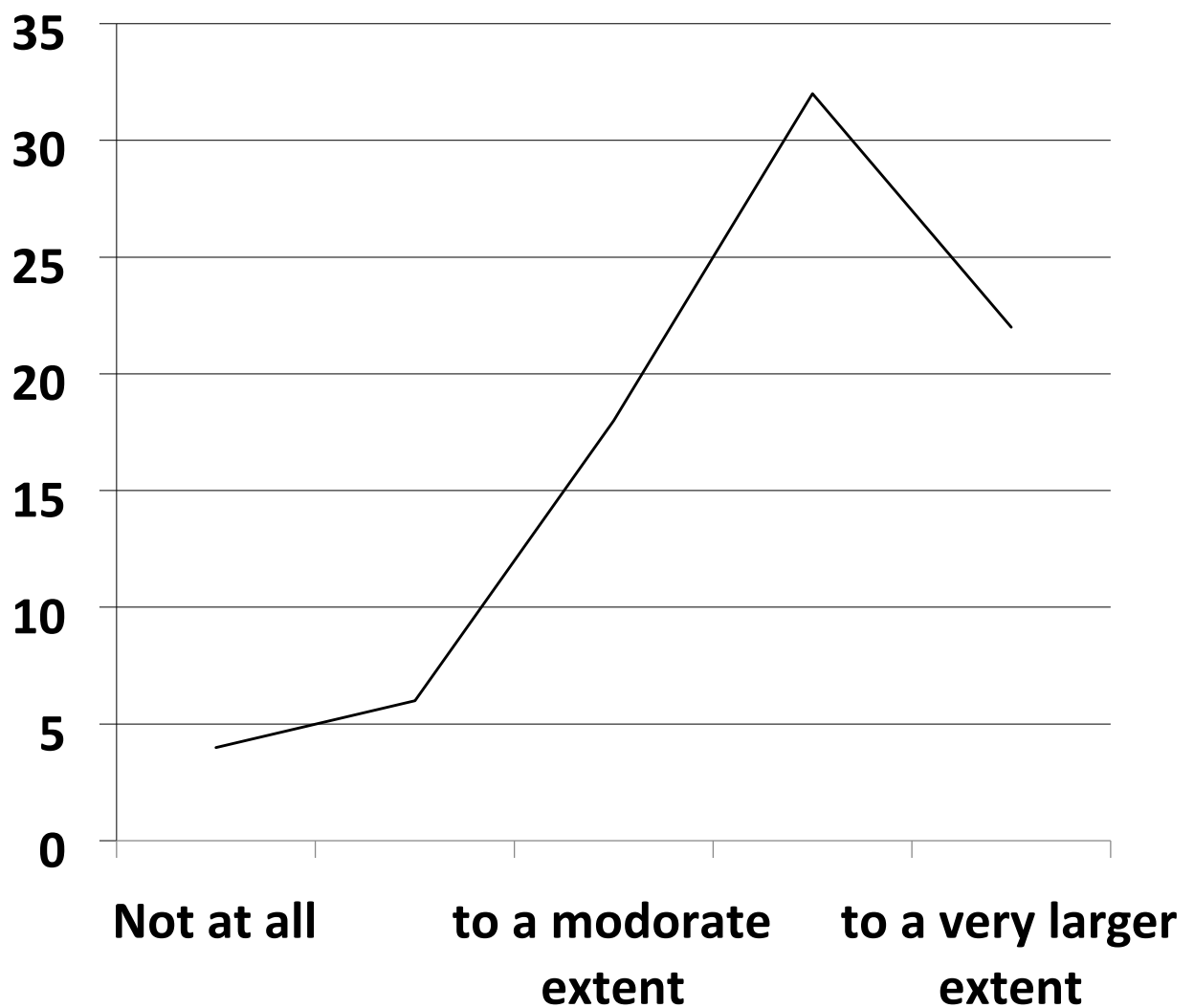


Figure 2

Objective two: To find out if the educational attainment of parents affects the academic performance of students.

Table4.3 the highest educational level of mother and father

Response	Frequency(f) (Father)	Frequency(f) (mother)
No formal education	10	16
Primary level	16	32
Secondary level	38	24

Certificate/diploma	10	6
Bachelor's degree or higher	6	2
	$\Sigma f=80$	$\Sigma f=80$

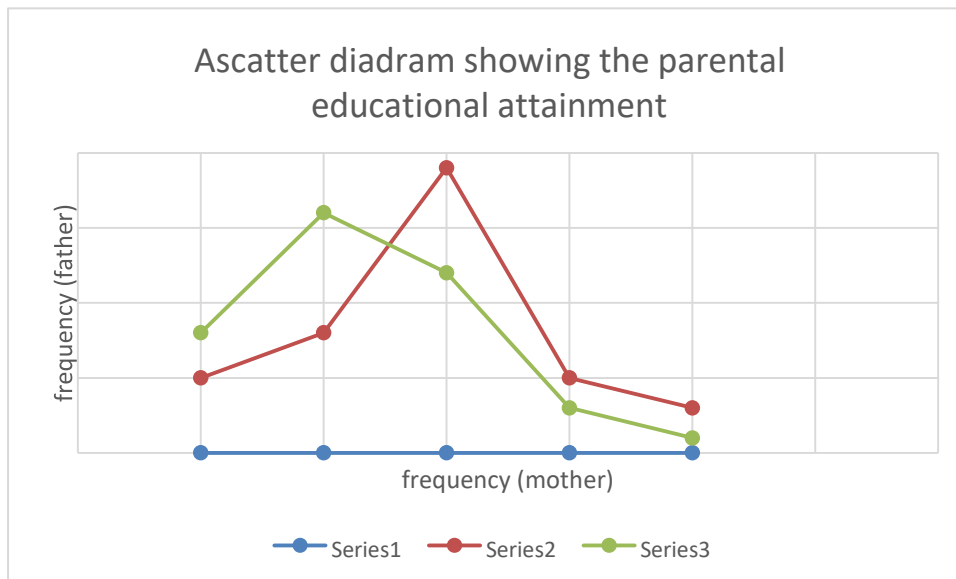


Figure 3

Father

The data indicates that 10 are not educated, 16 ended in primary, 38 stopped in secondary, 10 have certificate or diploma and 6 are bachelor's degree holder or higher.

Mother

The data shows that 20% are not educated, 40% ended in primary, 30% ended in secondary, 7.5% are certificate or diploma holder and 2.5 are having bachelor's degree or higher.

The table 4.4 parents' level of education can help in better performance in physics.

Response	Frequency (f)
Yes	20

No	44
Not sure	16
	$\Sigma f=80$

The data shows that 20 students agree that parents' level of education can help in better performance in physic, 44 students disagree, and 16 were not sure.

Objective three: To find out if family size influences the performance of physics student.

The table 4.5 number of people living in the household.

Number	Frequency (f)
1-5	8
6-10	26
11-15	44
16-20	2
	$\Sigma f=80$

The indicates that 8 students live in a family of 1-5, 26 in a family of 6-10, 44 students live in a family of 11-15 and 2 students lives in a family of 16-20 people (Rean 2018).

Table 4.6: The effect of number of people in the family on performance in physics.

Response	Frequency (f)
Yes, positively	10
Yes, negatively	46
No effect	11
Not sure	13
	$\Sigma f=80$

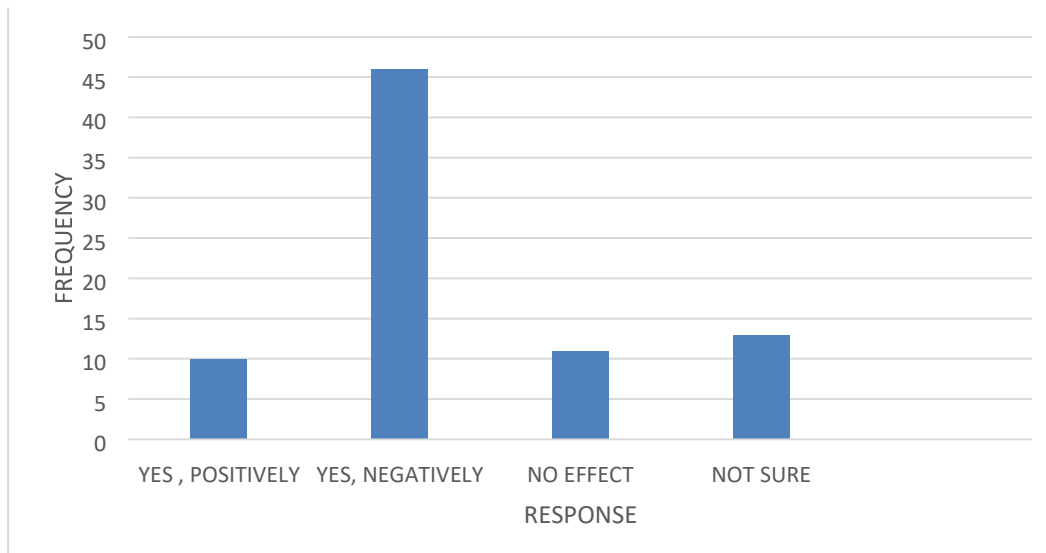


Figure 4

The indicates that 10 students are positively affected by the number of people in the family on their performance in physics ,46 are negatively affected, 11 are not affected and 13 are not sure.

4.2 Discussion of results

Socioeconomic status

Farmer (65%)

The majority of parents are farmers, which often correlates with lower socioeconomic status (Gasson 1974). Research shows that children from lower-income families may have limited access to educational resources such as tutoring, books, and technology necessary for studying physics effectively.

Casual Labour (20%)

Parents working as casual laborers typically experience job instability and lower wages (Heinrich 2014). This precarious economic situation can lead to stress within the household, affecting children's academic performance due to distractions or lack of support at home.

Business owners (13.75%) have more financial resources compared to farmers and casual laborers (Cheng, Cui et al. 2022). However, the success of their business can vary widely. Those who are successful might provide better educational opportunities for their children, including access to extracurricular activities that enhance learning in subjects like physics

Formal Employment (8.75%)

Parents engaged in formal employment generally have more stable incomes and benefits compared to other categories mentioned above.

This stability can lead to a more conducive learning environment at home and greater investment in education. Children from these backgrounds might also benefit from better access to educational materials and support systems.

Unemployed (10%)

Unemployment is often linked with significant stressors that can adversely affect children's academic performance (Levine 2011). Families facing unemployment may struggle financially, leading to reduced access to educational resources and increased anxiety within the household. This situation can detract from a child's ability to focus on studies such as physics.

In summary, the family background significantly impacts students' performance in physics through various channels such as socioeconomic status, resource availability, parental involvement, and stress levels within the household environment. Given that a substantial majority of parents fall into lower-income categories (farmers and casual labor), it is likely that these factors collectively hinder student performance in physics.

Educational Attainment of parents

20 students agree that parents' level of education can help in better performance in physics.

44 students disagree with this statement.

16 students are not sure about the impact of parental education on physics performance.

Majority Opinion: The data reveals that a significant majority, 55%, disagree with the notion that parents' educational levels positively affect their children's performance in physics (Ebong 2015). This suggests that most students don't believe that there is a direct correlation between parental education and student success in this subject.

In summary, based on the survey results, it can be concluded that the majority of students (50%) do not believe that parents' level of education significantly impacts their performance in physics, while, a smaller portion agrees with this statement (25%), and a notable fraction

remains uncertain (20%). This indicates a need for further exploration into the factors affecting academic success beyond parental education levels.

Family size

Smaller Families (1-5 members):

The group with the smallest family size (8 students) may benefit from more individualized attention from parents or guardians. Research suggests that children in smaller families often receive more resources, both emotional and financial, which can positively influence their educational outcomes. However, the small sample size makes it difficult to draw definitive conclusions about performance specifically in physics.

Medium -sized families (6-10members):

This category has the highest number of students (26). Medium-sized families might offer a balance between individual attention and social interaction among siblings. Studies indicate that children from such backgrounds may develop better social skills but could also face competition for parental attention and resources. The impact on physics performance could vary widely depending on other factors like parental education levels and socioeconomic status.

Larger Families (11-15 members):

With 44 students falling into this category, larger families may present challenges such as limited resources and divided parental attention.

Research has shown that children from larger families often have lower academic performance due to these constraints. However, they might also benefit from collaborative learning experiences with siblings, which could enhance their understanding of subjects like physics through discussion and shared study efforts.

Very large families (16-20 members)

Only 2 students belong to this category, indicating a rare situation. Children in very large families might struggle significantly due to resource limitations, leading to poorer academic outcomes overall (Downey 1995). The extreme division of attention among many siblings can hinder individual academic support. In summary, the data suggests a trend where large

families have the highest representation among students while smaller and very large families show varying degrees of potential advantages or disadvantages regarding academic performance in physics.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter gives the conclusion and recommendations of the study for further improvement in teaching and hence bettering the performance of physics in competency-based curriculum.

5.1 conclusion

This study was about the background influence on the academic performance of physics students in CBC in Dabani Subcounty Busia District (Mukama 2019). Based on the results obtained about the source of income of the majority of student' parents were farmers which often correlates with lower socio-economic status and therefore parents were unable to provide the educational resources and even pay tuition. The majority of the students about 44 showed that the parents' educational attainment could not help in the better performance of physics in CBC (Mukama 2019) (Kwok 2022). This was because their parents ended in primary hence, they were unable to help their children in doing physics tasks and even checking on the academic progress of their children in CBC.

Furthermore, the number of people living in the household were large based on the results given by the students and this indicated challenges such as limited educational resources like text books etc and parental attention division and this made the students to perform poorly in physics in CBC.

Based on the results of this study, it is concluded that the socioeconomic status and educational attainment of parents and family size influence the academic perform of students in physics in the CBC (Mukama 2019).

5.2 Recommendations

Parents should cooperate with the physics students in order to help them monitor the student's progress in physics (Zenda 2021).

Parents should give enough time to students so as to excel better in physics in the competency-based curriculum (Blandin 2010).

Non-Government Organisations like FAWE, Loan scheme among others should help the students that come from low economic status in provision of tuition and providing educational resources.(Oakes and Saunders 2002).

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APPENDEX

Influence of Family Background on Academic Performance in Physics

Kindly answer the survey questions below and your help and time will be appreciated. The answers provided will be solely utilized for academic research purposes with your identity kept confidential.

Section A: General Information (For All Respondents)

Age: _____

Gender:

Male

Female

3. Class level

Senior 3

Senior 4

Senior 5

Senior 6

4 What was your last score/grade in physics?.....

5 Do you enjoy studying physics?

Yes

No

Not sure

Section B: Socio-Economic Status of Parents and Academic Performance in Physics **(Objective 1)**

What is your parent(s)/guardian(s)' main source of income?

Formal employment

Business

Unemployed

Farming

Casual labor

7.How would you rate your family's financial status?

Very poor

Average

poor

Good

Very good

Do you have access to the following at home? (Tick all that apply)

Electricity

A personal study spaces

Physics textbooks

Internet or computer

Private tutoring in Physics

9.How often do financial difficulties at home affect your concentration or performance in school? Never

Rarely

Sometimes

Often

Always

10.Rate the extent to which your family's financial status affects your academic performance in Physics:

Not at all

To a small extent

To a moderate extent

Section C: Parental Educational Attainment and Academic Performance in Physics
(Objective 2)

What is the highest education level of your mother?

No formal education

☐ Primary level

☐
Secosndary level

☐
Certificate/diploma

☐
Bachelor's degree or higher

What is the highest education level of your father?

No formal education

☐
Primary level

☐
Secondary level

☐
Certificate/diploma

☐
Bachelor's degree or higher

13. Who mostly helps you with academic issues at home?

☐
Mother

☐
Father

☐
Sibling

☐
Tutor

No one

14.How often do your parents/guardians check your academic progress or help with school work?

☐ ☒

Never

☐

Rarely

☐

Sometimes

☐

Often

☐

Always

15.Do you think your parents' level of education helps you perform better in Physics?

☐

Yes

☐

No

☒

Not sure

Section D: Family Size and Academic Performance in Physics (*Objective 3*)

16.How many school-going children are in your family? _____

17.How many school-going children are in your family? _____

18.Do you have to share textbooks or study materials with siblings or relatives?

Yes

No

19.How often do family responsibilities (e.g., chores, caregiving) interfere with your study time for Physics?

Never Sometimes Rarely often always

20. Do you think the number of people in your family affects your performance in physics

Yes, positively

Yes, negatively

No effect

Not sure

Section E: Additional comments (optional)

21. In your opinion, what can be done at home to help improve your performance in physics?

.....

.....

.....

.....

Section C: Parental Educational Attainment and Academic Performance in Physics
(Objective 2)

What is the highest education level of your mother?

No formal education

☐ Primary level

☐ Secondary level

☐ Certificate/diploma

☐ Bachelor's degree or higher

What is the highest education level of your father?

No formal education

☐ Primary level

☐

Secondary level

☐

Certificate/diploma

☐

Bachelor's degree or higher

13. Who mostly helps you with academic issues at home?

☐

Mother

☐

Father

☐

Sibling

☐

Tutor

No one

14. How often do your parents/guardians check your academic progress or help with school work?

☐ ☒

Never

☐

Rarely

☐

Sometimes

☐

Often

☐

Always

15. Do you think your parents' level of education helps you perform better in Physics?

☐

Yes

☐

No

☒

Not sure

Section D: Family Size and Academic Performance in Physics (*Objective 3*)

16.How many school-going children are in your family? _____

17.How many school-going children are in your family? _____

18.Do you have to share textbooks or study materials with siblings or relatives?

Yes

No

19.How often do family responsibilities (e.g., chores, caregiving) interfere with your study time for Physics?

Never Sometimes Rarely often always

20.Do you think the number of people in your family affects your performance in physics

Yes, positively

Yes, negatively

No effect

Not sure

Section E: Additional comments (optional)

2`1.In your opinion, what can be done at home to help improve your performance in physics?

