



RESEARCH REPORT

**HOME BACKGROUND AND STUDENTS' ACADEMIC PERFORMANCE, A CASE
OF SELECTED SECONDARY SCHOOLS IN MUNARYA
SUB-COUNTY, KAPCHORWA DISTRICT**

BY

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**A RESEARCH RERORT SUBMITTED TO THE FACULTY OF EDUCATION
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DECLARATION

I declare to the best of my knowledge that the work in the research report is my own original and has never been submitted to any institution of higher learning for any academic awards.

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SUPERVISOR'S APPROVAL

This research report that bears the names of **CHEROTIN JOYDIE** Was done under my supervision and it is ready for submission to the university examination board.

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Date 25 / 07 / 2019

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DEDICATION

I would like to dedicate this research proposal to God Almighty that enabled me to complete it.

Thank you oh Lord.

I would also like to dedicate this research report to my Mother Cheptegei Everlyn who encouraged me to go back to school, my brothers and my sisters for their generous financial support and love.

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Sincere and special thanks go to almighty GOD for the blessing, knowledge, life and energy that have enabled and brought me to this level.

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ABSTRACT

This study intended to establish the relationship between home background and academic performance of secondary school students in Munarya sub county, Kapchorwa District. During the study, the data was collected using documentary analysis, already existing literature (secondary and primary data) in comparison with primary sources of data. The study was guided by the following specific aims,

To find out the relationship between parental marital status and academic performance, to establish the effect of family financial status on academics, and to establish the relationship between the family size and academics performance of secondary schools in munarya sub county, Kapchorwa district. the questions that guided the researcher to collect data about the problem were, what is the relationship between parental marital status and academics performance of secondary school students in Munarya sub county, Kapchorwa District., what is the relationship between family financial status and academic performance of secondary school students in Munarya sub county, Kapchorwa District, and what is the relationship between family size and academics performance of secondary school students in Munarya sub county, Kapchorwa District. The study was significant to the following: To parents; the study made them aware of the importance of family background in shaping the academic performance of their children, To the school management, the study enlightened them on the important factors in the student's family background so as to be able to deal with or pay more attention to those factors which may affect adversely the students' academic performance, The study was also to benefit other future researchers in the same field with the literature to support their arguments and hence improved knowledge. The sample size was 100 respondents. The data was collected using questionnaire and interview guide. The data control methods were reliability and validity. The data was analyzed by quantitative and qualitative analysis. Then findings, recommendations and conclusions were drawn by the research.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Introduction

This chapter gives the background information, problem statement, study objectives, research questions, study significance as well as limitations to the study.

The United Nations Report (2010) highlights education as a basic right and need which is significant in the accomplishment of the second goal of the Millennium Development Goals. This is because good education academic performance guarantees skilled and dynamic citizens. In addition, one of the aspects of the social pillar of Uganda Vision 2040 is education. Uganda Vision 2040 points out education and training as the media that will take Uganda to be a middle-income economy. The development of the education sector has been a long standing objective of the Government of Uganda since independence in 1962 (Massawe and Kipingu 2000). Secondary education is considered by education stakeholders and players as a basic need and a basic right (Mosha, 2004; Meeker, 2003; Massawe and Kipingu, 2000).

The Ugandan education system, is dominated by examination-oriented teaching whereby passing examinations is the only benchmark for performance because there is no internal system, of monitoring learning achievements at other levels within education cycle (Mosha, 2000). However, it is generally agreed that, the most important manifestations of quality education have to do with literacy, cognitive abilities and performance in terms of passing examinations and progression to higher levels of learning (Mosha, 2000).

The academic performance of any child cannot be separated from the home background in which the child grows up. A healthy home background offers emotional security to a child.

Home background as used in this study means the environmental setting or home where the child was brought up and where his experience begins.

Student performance means the scores an individual obtains in class test or examination based on his learning experience in school.

Family size to this study refers to the number of people in the family.

Family financial Status involves the money that a person earns at a given time and place. It can be in form of monthly salary or wages as well as returns got from a business.

Parents' Marital Status involves the condition of parents being married or unmarried or divorced.

Agholor, 2005 this investigation that has adopted refined measures of family influences have tended to show that they are related more strongly to academic outcomes than global measure of family background.

The impact of family background on the academic achievements in schools is today receiving wide acknowledgement in many educational circles within the globe, the child fundamental concepts of life, his values and most of his habits and basic adjustments are established during pre-school years.

A saga, (2006) this highlights the fact that the home and parents occupy the most important position in the child's educational environment and whatever he could make out of it in the same way. Akinboye (1996) trace their view from the time the child is born into the family and felt that the tone of the child mother or child father interaction and the style of discipline in the family may have effect on the learning rates of the child

Family background is 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) reveals that years of schooling completed and educational achievement of students, varied widely by family backgrounds. However it highlights that it is not clear to reflect the causal effect of family backgrounds on the child's educational achievement which creates a gap that this study will seek to fill by finding out the influence of family backgrounds on the students' academic performance.

Another recent study (Otieno, 2010) finds that living in a single-parent home is a significant risk factor for violent behavior in Nyanza, rift valley and north eastern children. 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 (Otieno, 2010).

However, relationship between family backgrounds and the academic performance of students in secondary schools has received only limited attention both on theoretical and empirical grounds in Uganda particularly in Kapchorwa district. One of the few works that takes into account family background, is a study by Pamela and Kean (2010) who stated that those students whose parents had a tertiary level of education performed, significantly better in tests of science, reading and mathematical ability than those whose parents had only basic schooling.

A study conducted by Kamar (2008) revealed that parents of moderate to high income and educational background holds beliefs and expectations that is closer than those of low-income families to the actual performance of their children, Low-income families instead has high expectations and performance beliefs that does not correlate well with their children's actual school performance.

In Kapchorwa district no study about this study has ever been conducted. This has created need for empirical study from a Ugandan situation especially in Munarya sub county, Kapchorwa district, to examine whether the findings in Canada and U.S.A

can be generalized in Uganda hence creating the gap that this study seeks to investigate.

1.2 Statement of the problem.

Home background involves the factors that determine the growth and development of an individual in a family (UNESCO, 1998). Home background include circumstances and past events that help to explain how a child develops and involves family size, family financial status, physical facilities, family marital status and parenting style. A good home environment promotes positive attitude towards education, encourages efficiency in learning, reduces absenteeism, avails relevant` scholastic materials to children and promotes better academic performance (Ministry of Education Science Technology and Sports 2017).

Inspite of the above stated advantages and even government of Uganda's efforts to improve the standards of living of communities including provision of free secondary education to all its citizens, the academic performance of students in secondary schools in Uganda and particularly Munarya sub county is generally poor as evidenced by high failure rates in various academic examination results.

This state of affairs is attributed to the poor home background hence this study relating to academic performance in selected secondary schools in Munarya Sub-County, Kapchorwa District.

It is feared that if this study is not carried out the academic performance of learners in munarya sub-county will continue to deteriorate.

1.3 Objectives of the study

1.3 .1 the Purpose of the Study

The study was about home background and students' academic performance

1.3.2 Specific objectives

The specific objectives of this study were:

1. To establish the status of home background of the students in secondary schools of munarya sub-county Kapchorwa district
2. Relationship between parental marital status and academic performance of secondary school students in Munarya sub county, Kapchorwa District.
3. To establish the effect of family financial situation and academic performance of secondary school students in Munarya sub county, Kapchorwa District.
4. To find out the effect of family size and academic performance of secondary school students in Munarya sub county, Kapchorwa District.

1.4 Research Questions

The following are the research questions that were answered by the study:

- i.What are the status of home background of the students in secondary schools of Munarya sub-county Kapchorwa District
- ii.What is the relationship between parental marital status and academic performance of secondary school students in Munarya sub county, Kapchorwa District?
- iii.What is the relationship between family financial situation and academic performance of secondary school students in Munarya sub county, Kapchorwa District?
- iv.What is the relationship between family size and academic performance of secondary school students in Munarya sub county, Kapchorwa District?

1.5 Significance of the Study

This study was of importance to different individuals which included;

- i. To parents; this study made them aware of the importance of family background in shaping the academic performance of their children.
- ii. To the school management, this study enlightened them on the important factors in the student's family background so as to be able to deal with or pay more attention to those factors which may affect adversely the students' academic performance.
- iii. The study also benefited other future researchers in the same field with the literature to support their arguments and hence improved knowledge.

1.6 Scope of the study.

This study was about home background, which was be measured in terms of family size, family financial status, and parental marital status. The dependent variable will be secondary school students' academic performance of learners in Munarya sub-county Kapchorwa District

This study was carried out in Munarya Sub-County, Kapchorwa district is located in eastern part of Uganda. Kapchorwa district borders Sironko district to the south, Kween to the north east and Bulambuli in the west. Kapchorwa district is mostly a home for Kalenjin people including sub groups of Sabiny, Pokot and Nandi who mainly speak kupsabiny. The study was conducted from October 2018 to May 2019

1.7 Limitation of the study

It was anticipated that the study would be constrained by financial difficulties because conducting a research is an expensive exercise. This involved expenses such as; field works, stationeries, secretarial work, books and other materials, report printing and binding, travel and communication, also because this study was used an interview method of data collection.

Some informants were unwilling to give the key information fearing that, one may be studying to break their interests. However, the risk of completely incomparable results and conclusion was minimized by giving this study the first priority and all other activities with less importance were put to stand by until this activity was finished.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented conceptual review of the study, empirical studies and the theories related to this study. These included the influence of parental education level, parental marital status, family financial status and family size on students' academic performance.

2.2 The Theory of Performance (ToP)

The Theory of Performance (ToP) develops foundational concepts to form a framework that can be used to explain performance as well as performance improvements (Tomlinson, et al., (2002). To perform is to produce valued results while a performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey and level of performance describes location in the journey. The level of performance depends holistically on six components, namely: context, level of knowledge, level of skills, level of identity, personal factors and fixed factors. There are axioms that are proposed for effective performance improvements (Caine, et al, 2005). These involve a performer's mind set, immersion in an enriching environment and engagement in reflective practice.

The rationale for a Theory of Performance is that, human beings are capable of extraordinary accomplishments. Wonderful accomplishments also occur in day-today practice in higher education (Bransford, et al., 2000). Therefore, Performance is a journey not a destination and the location in the journey is labelled as the level of performance. Each level characterizes the effectiveness or quality of a performance.

In other words, to perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result. The performer is an individual but in other instances, the performer is a collection of people who are collaborating such as an academic department, research team, committee, student team, or a university. According to Bransford, et al, (2000) performance, can be advanced

through different levels; however, performing at a higher level produces results that can be classified into categories such as quality increases, cost decreases, capacity increases, skills increase, identity and motivation increases. This theory is applicable to this study because it related with performance of the students and initiatives of the teachers on improving the performance of the students.

2.3 Theoretical Review

2.3.1 The Concept of Secondary Education

Education Tanzania Policy (ETP) (URT, 1995) defines secondary education as a post-primary formal education, offered to persons who successfully completed seven years of primary education and have met their entry requirements.

World Bank (2005) describes secondary education broadly as a gateway to the opportunities and benefits of economic and social development.

Secondary education is now being recognized as a cornerstone of educational system in the 21st century. Quality secondary education, is indispensable in creating a bright future for individuals and nations alike (URT, 2003).

2.4 The relationship between Parental Marital Status and students' academic performance

A number of significant changes have occurred in African families over the past 50 years (Tucker and Mitche U-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 African. 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).

Studies conducted on African populations indicates that children from two-parent homes do better than children from single- parent homes on a variety of social indicators (McLeod, e tal 2008). Coley (2008) found that African children living with

one parent are less likely to be in school at age 17 than their two-parent counterparts. In another study, a significant positive relationship is found between father presence and self-esteem (Alston and Williams, 2002). Father-present youths also exhibit stronger scholastic achievement and more stable peer relations and that the father-son relationship facilitates the adoption of an adequate self-concept because boys are able to model their fathers. The study will further find that living in a single parent home is a significant risk factor for violent behavior in African children.

A recent longitudinal study found that African children in two-parent homes have significantly higher math and reading scores and lower behavioral problems than do children in single-parent homes. The results held up over a 4-year period for both older and younger siblings in the sample (Paschall et al 2006). However, some researchers highlight the fact that not all studies show advantages for two-parent homes as evident by the study carried out by Vollmer (2006), and even for the studies that do, the effect sizes may not be large enough to be socially relevant. Many researchers also argue that the consequences of single-parent homes are mainly related to the economic deprivation of the single-parent home and others argue that the studies do not account for important aspects of family functioning or extended kin (Scott and Black, 2009). For instance, Wilson (2009) argues that the strength of flexible family roles in African families has not been taken into consideration. The researcher therefore argues that the children with both parents who are involved in good love access educational assistance in terms of provision of enough scholastic materials and school fees in time compared to those from single parent families.

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 predicts 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 shows that fathers and mothers treats 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 perceives the fathers of sons as using more controlling, demanding, and supporting parental behaviors than is perceived for fathers of daughters. Fathers of sons are also perceived as more involved with their children than are fathers of daughters. Other studies shows that fathers holds more masculine gender role attitudes towards their sons and more feminine attitudes toward their daughters (Hokoda and Fincham, 2005). In general, fathers appear to be more strict with their boys than are mothers and more strict with boys than they are with girls. Therefore, the effects of parental marital status may be more apparent for boys than for girls.

Further as 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.

Furthermore, single parenting can rob children of gender-specific role-modeling (Sigle-Rushton and McLanahan, 2012). Father absence – resulting either from divorce or non marital pregnancy – might harm the ability of children to form healthy relationships (Fleming and Gottfried, 2004). Coley (2008) has argues that single mother families feature less hierarchical and more peer-like relations between parent and child than two-parent families do. Single mothers are more reliant on their children for support and assistance than married mothers are. As a result, their children are under-exposed to authority relations typical of hierarchical institutions related to education and employment.

2.5 The effect of Family Financial status on students' academic performance

Home environment 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) maintains that, there is a direct relationship between parental financial and human capital and the successful learning experience of their children. However, he stresses that while both of these factors are important determinants of children educational success, there remains a substantial proportion of variation in educational success, which is unaccounted for by these variables alone. Kim (2002) explains that this variance by what is called the "social capital" 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. A 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 proponents of the economic deprivation perspective argued that the potential effects of single parent 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) argues that parents who experience income loss becomes more rejecting of their children and that their children are 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.

Children from well to do families with stable income earnings are able to pay for their children school dues in time and can access quality education hence better academic performance. On the other hand, children from poor and humble families may not easily access quality education. This is because it is difficult to raise school due in time, relevant scholastic materials like sets, pens and books. More still, such children are always sent out of school for school fees which makes them to miss some lessons thus accelerating poor academic performance.

2.6 The relationship between family size and academic performance of secondary school students

Family size in this context refers to the total number of children in the child's family in addition to the child himself. The type of family that a child comes from either monogamous or polygamous family usually has impact on the child academic performance. Moreover, either of the family type (monogamous or polygamous) family dictates the size of the family. Polygamous family is peculiar to Africa in general and in Kenya in particular. According to Gottfried et al. (2004), polygamous family is common among well-educated families as well as among poorly-educated

families. It is equally common among professional and managerial fathers of the top of the occupational hierarchy although to unskilled workers polygamous is prominent. Therefore students from families with very many children don't perform very well in most cases due to failure to raise school dues in time.

Children will be usually of advantage by a good deal of attention and warmth during the early stage on age of life, 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.

Studies carried out in the past on the relationship between academic achievement and birth order have shown that there are positive relationships. For example, Scott & Black (2009) discovered that on relationship of birth order and creativity, first born and configurations of oldest and only children are significantly more creative on verbal test of creativity than later born. Smith et al. (2007) observed that there is more significantly outstanding academic performance amongst first birth children. Siegel (2007) observes that there is a significant difference in intelligence capacity between the first born children and later born children.

A study conducted by Rushton and McLanahan (2012) found out that children's attainment depends on inputs of time and money from their parents; the more children in the family, the less of both inputs. These inputs are not money alone, but other essential things like time, attention, resource dilution and so on. However, Seigal (2007) confirms that children from larger families have lower levels of education.

Therefore students from bigger families are likely to perform poorly because of being subjected to limited care, academic guidance and supervision. More still, such families are stressed during provision of school fees to all the children which accelerates missing of lessons by learners thus accounting for poor academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covered the research design, the target population and sample procedure, data collection instruments and methods of data analysis and validity and reliability of research instruments and finally methods to be used for data analysis.

3.1 Research Design

Research Design is the framework that specifies the types of information to be collected, source of data and data collection procedures (Shuttleworth, 2008). Good design made sure that the information gathered was consistent with the study objectives and data were collected by accurate and economical procedure. This research was qualitative in nature. The study specifically was more of a descriptive design, used to obtain the relevant information from respondents. According to Robson, (2002) asserts that descriptive research design studies have advantages in that they may be adopted to collect information that can be generalized from all population and that they provide relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives.

3.2 Target Population

The target population for this study was limited to 100 participants which included students, teachers and parents from Munarya sub-county, of which 40 students, 10 teachers and 50 parents were targeted.

TABLE 1 SHOWING POPULATION DISTRIBUTION

Population	Number
Students	40
Parents	50
Teachers	10
Total	100

3.3 Sample Size

This study adopted a sample of 100 participants. Mugenda and Mugenda (2003) pointed out that a 10% sample is a sufficient representation of the target population. The sample parents will be selected by use of convenience sampling while teachers and students will be proportionately selected from the 4 schools in Munarya Sub County.

3.4.0 Sampling strategies.

Sampling techniques refers to the process of selecting the participants of the sample study from the population (Kothari, 2004). In this study, random and purposive sampling was used. The random sampling was used for students in order to avoid biasness among them. Each individual was chosen randomly and entirely by chance such that, each an individual had the same probability of being chosen at any stage during the sampling process. In its simplest form, all subjects had an equal chance of being selected out of the population being researched. On the other hand, purposive sampling was employed for other respondents as it allowed the researcher to interact with respondents who were familiar with the study and hence it assisted the researcher to collect relevant information required.

3.5.0 Data collection methods.

The study employed face-face interview, survey, informative interview and observation. This study used triangulation methods. Denzin and Lincoln (2000) stated that triangulation involves the use of a combination of different methods of data collection. Experience shown, that no single instrument is adequate in and of itself in collecting valid and reliable data.

3.5.1 Data Collection Instruments and procedures.

The researcher was limited to questionnaires, interview guide and observation checklist to collect data from randomly selected secondary schools in Munarya Sub County, Kapchorwa district.

3.5.2 Questionnaires.

Self-administered questionnaires were directed towards the students and teachers. These ensured a wide coverage of ideas from different respondents and further reduced the cost that was involved during the investigation, uphold the confidentiality of the respondents and also saved time from the respective schools showing that the study was for academic purpose.

3.5.3 Interview guide

This involved verbal questioning interviewing method to obtain quite detailed information on the effect of home background and students' academic performance in Munarya Sub County. This method helped to give the researcher opportunities to ask a variety of questions that were helpful in obtaining detailed data

3.6.0 Reliability and validity of the Instruments.

3.6.1 Reliability

Reliability of the instruments was measured using triangulation, in which there was more agreement of different data sources on the research objectives, thus ensuring

easier and reliable interpretation of the data. Orodho (2003) argues that the idea behind triangulation is that the more agreement of different data sources on a particular issue, the more reliable the interpretation of the data. To establish the reliability in this study, multiple research instruments were applied, that is triangulation, to check how well they were consistent.

3.6.2 Validity.

This dealt with the adequacy of the instrument .Validity encompasses the entire experimental concept and establishing whether the results obtained met all of the requirements of the scientific research method. In particular validity refers to how well an instrument measures what it is supposed to measure and performs as it is designed to perform. As a process, validation involves collecting and analysing data to assess the accuracy of an instrument. As a matter of this study, pilot study was conducted to check how well the targeted instruments were set to answer the research questions.

3.7.0 Ethical Issues

It is very crucial to adhere to the ethical norms in research. Ethical aspects of the study was addressed by implementing the following measures:

- (i) Respondents (students and teachers) participated in the research voluntarily after being fully informed about the aims and objectives of the study.
- (ii) Texts belonging to other authors which were being used in any part of this study were be fully referenced.
- (iii) The questionnaire, interview questions, and other questions discussed in groups did not contain any degrading, discriminating or any other unacceptable language that was offensive to any member of the sample group.

(iv) The questionnaires were designed to collect information directly related to the research questions, and no private or personal questions were asked from the respondents.

3.8.0 Proposed Data Analysis Techniques

Data analysis was be conducted by a systematic process involving working with data, organizing and dividing them into small manageable portions. Data was analysed by calculating percentages. The analysis based on the research objectives and also be presented according to the research objectives as well. Qualitative data was done by using matching of information, explanation building and comparison to establish reasons on what will be observed in the case under study. Secondary data was used to verify what was observed from primary data. Data finally was presented using summary, tables, figures and diagrams.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents findings of the study. It is divided in three sections. Section one consist of social demographic characteristics of respondents including their age, marital status and levels of education. Section two deals with the respondent's perception about home background and student's academic performance. Section three focuses on their general opinion in relation to home background and academic performance in Munarya sub-county Kapchorwa district.

Section one.

4.1 Social demographic characteristics of the respondents.

4.1.1 Age of respondents.

Table 2 Showing age of respondents

Age bracket	Frequency	Percent
10-15	10	20
20-29	15	30
30-39	10	20
40-49	10	20
Over 50	5	10
Total	50	100

Source field data may 2019

Figure 1 Showing age respondent

Majority of the students respondents were below the age of 25. For parents, teachers and head teachers most of them were below the age 50. The table below shows the age distribution of the respondents.

4.1.2 Sex of Respondents

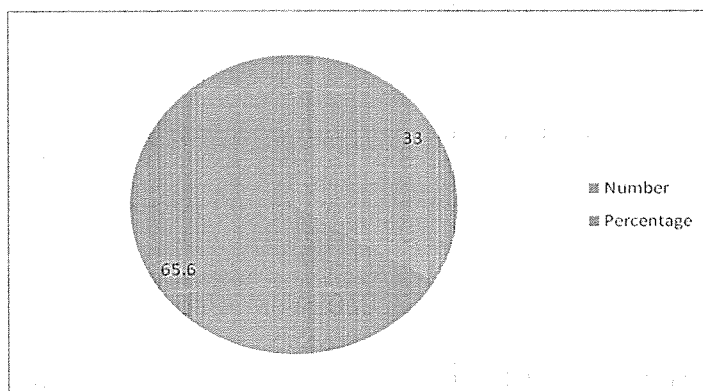
Table 3 Showing sex of Respondents

Sex	Number	Percentage
Male	32	64
Female	18	36
Total	50	100

Source field data may 2019

Majority of the respondents accounting to 64% were male while female were only 36% respectively

Figure 2 Showing sex of respondents.



4.1.3 Marital status of teachers, parents and head teachers

The table below shows the marital status of teachers parents and head teachers that participated in the study. Majority of these respondents were married except few either divorced or live in separation.

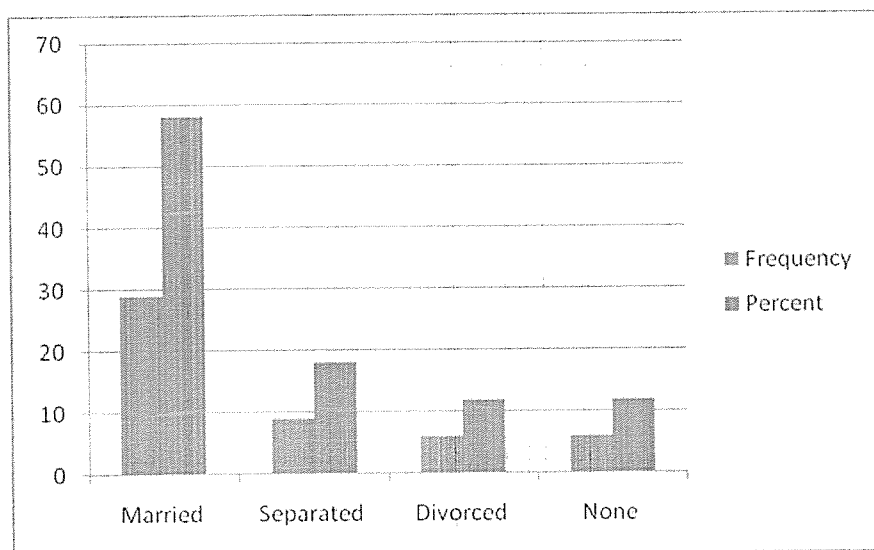
Table 4 Showing Marital status of teachers, parents and head teachers

Status	Frequency	Percent
Married	29	58
Separated	9	18
Divorced	6	12
None	6	12
Total	50	100

Source field may 2019

Married status respondents (teachers, head teachers and parent)

Figure 3 Married status respondents



4.4 Education level of respondents

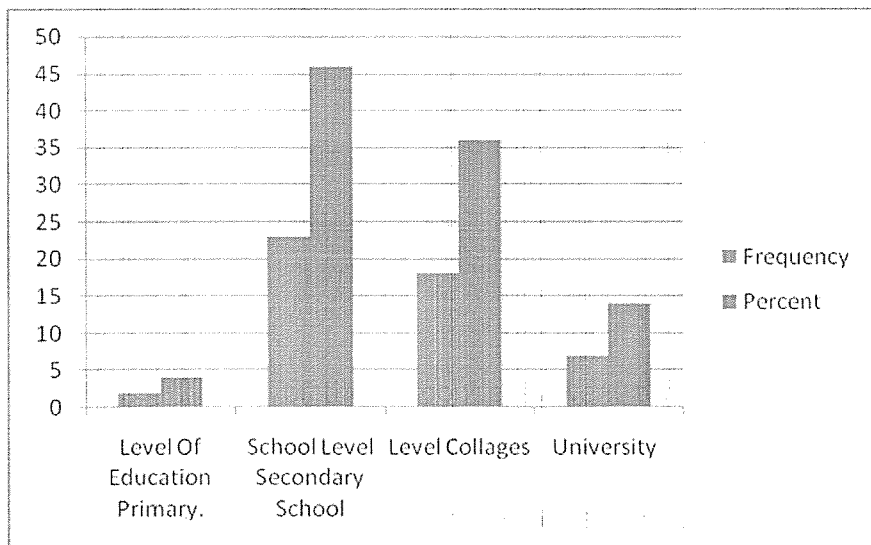
Majority of the parent s respondents had the highest level of education as primary school followed by teachers where most of them were finished grade five (diploma and then others hold degrees including the head teachers.

Table 5 indicated the level of education

Level of Education	Frequency	Percent
Level Of Education Primary.	2	4
School Level Secondary School	23	46
Level Collages	18	36
University	7	14
Total	50	100

Therefore, majority of the respondents went through secondary school level followed by college level and then six had attended university.

Figure 4 Showing education level of respondents



4.5 Duration of respondents in selected secondary schools (teachers and head teachers).

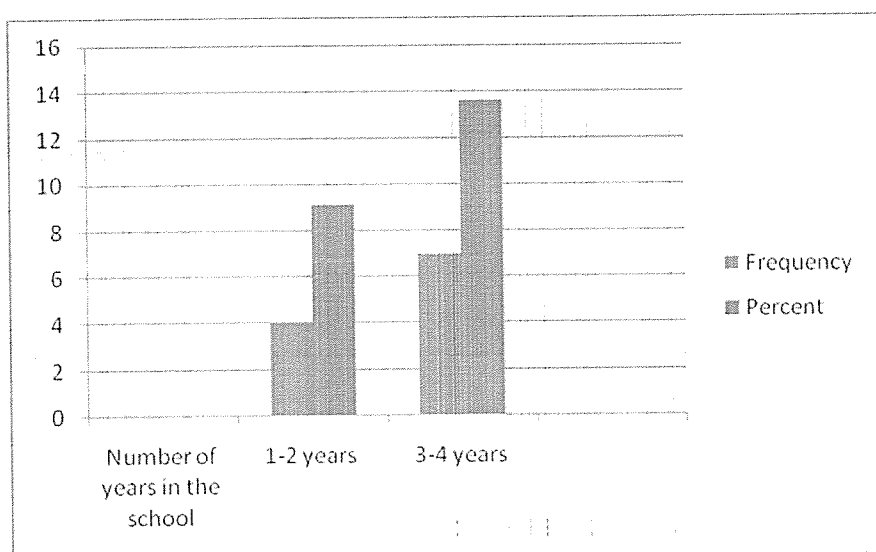
The table below indicates the number of years teachers and head teachers have worked in the selected secondary schools. A big number have been in these schools for over five years.

Table 6 Duration of respondents in selected secondary schools

Number of years in the school	Frequency	Percentage
1-2 years	4	9.1
3-4 years	7	13.6
Over 5 years	39	77.3
Total	50	100

Source field data may 2019

Figure 5 Duration of respondents in selected secondary schools



SECTION TWO.

4.2 Respondents perception about home back ground and student's performance.

4.2. 1 Objective 1 effect of marital status on academic performance

Table 7 effect of marital status on academic performance

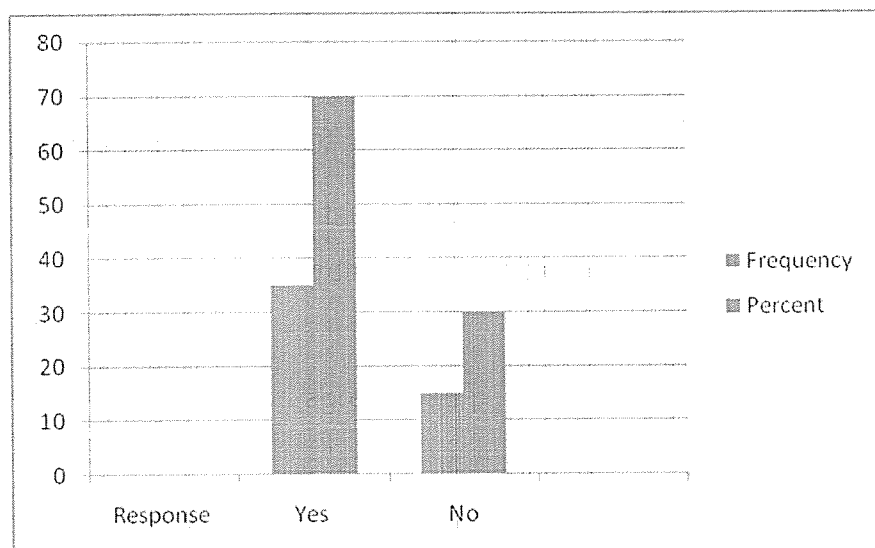
Response	Frequency	Percentage
Yes	35	70
No	15	30
Total	50	100

Sources field data 2019

70% of the respondents have accepted that the marital status has a direct relationship on children in a home their can affect their academic achievement.

While 30% did not agree that parental marital status can affect student learning.

Figure 6 Parental marital status



Over 70% of the respondents accepted that parental marital status positively relates with academic performance because they based on opinions that, it build self-esteem and as well as exhibiting stronger and more stable peer relations and that father son relationship facilitate the adoption of adequate self concept. They gave an example of boys that are able to model their fathers. They argue that single parent home is significant risk factors for violent behavior especially for single mothers. This therefore facilitates the adoption of violent behavior that affects students significantly in some subjects especially sciences like Maths and chemistry. Because these need lower behavioral problems.

4.6 Head teacher knowledge of parental marital status and academics performance.

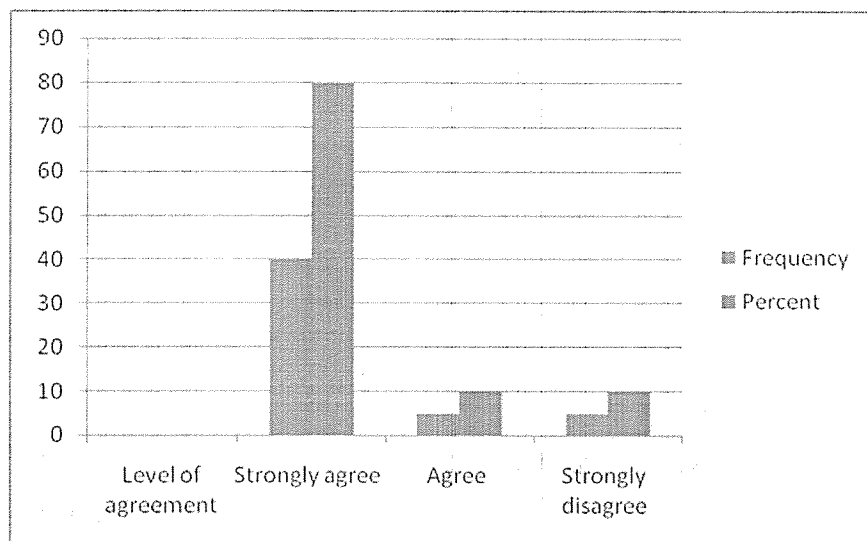
$\frac{3}{4}$ of all head teachers accounted to 72% strongly agreed that they knew the level of achievement of students from simple parent homes. However one head teachers strongly disagree that he don't know any impact of home parental marital status on learning.

Table 8 shows the head teacher's knowledge about parental marital status

Level of agreement	Frequency	Percent
Strongly agree	40	80
Agree	5	10
Strongly disagree	5	10
Total	50	100

Source field data may 2019

Figure 7 shows the head teacher's knowledge about parental marital status



4.7 Parents respondents about parental marital status and academic performance.

Majority of parent participants accounting to 60% admitted that parental marital status affects their children while at schools. Below are some of their responses.

Children from two-parent homes do better than children from single-parent homes on a variety of social indicators.

Children with both parents are involved in good love, access educational assistance in terms of provision of enough scholastic materials and school fees in time compared to those from single parent families.

They still argued that parents treat their sons and daughters differently thus under this parents in still their parental behaviors than in single parents homes.

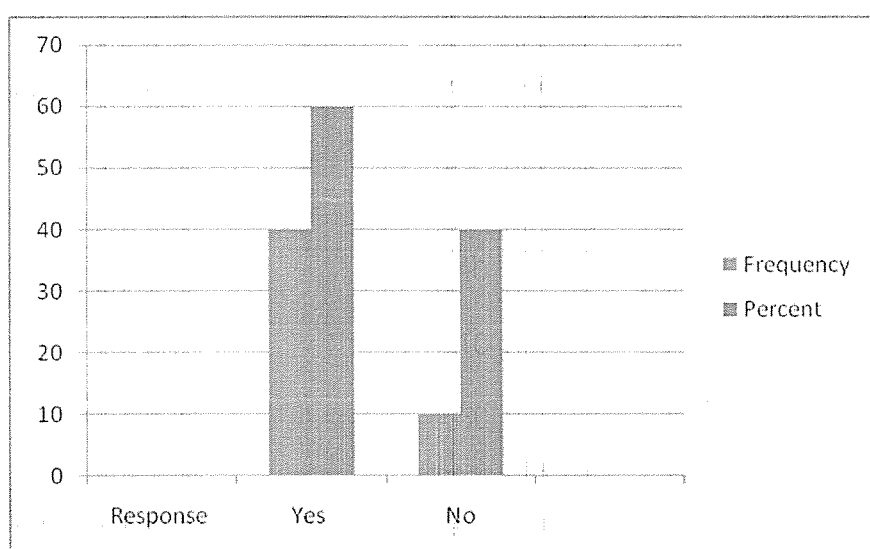
Finally parents responded that single parenting can rob children of gender specific role modeling, they gave an example of girls that can be put into a lot of house hold activities while with single mothers.

Therefore, the findings reveals that most of the parent participants have observed and internalized the impact of marital status on children both in community and at school

Table 9 shows the parents responses

Response	Frequency	Percentage
Yes	40	60
No	10	40
Total	50	100

Figure 8 shows the parents responses



4.2.4 Teachers responses about parental marital status and academic performance.

Majority of the teachers accounting to 54% strongly agreed that parental marital status is a like hood of affecting student academics performance.

These teachers based on the records of academic performance of their schools. While 46% of the teachers disagreed that the parental marital status does not impact on performance. The following are some of their opinions.

Some teachers argued that academic performance depend on many factors therefore like leaner motivation, parenting styles and learners abilities hence not necessarily parental marital status.

Teachers argued that some parents whose parents have died learn well and therefore not necessary parents' facilities learning for a student rather it's his/her attitudes.

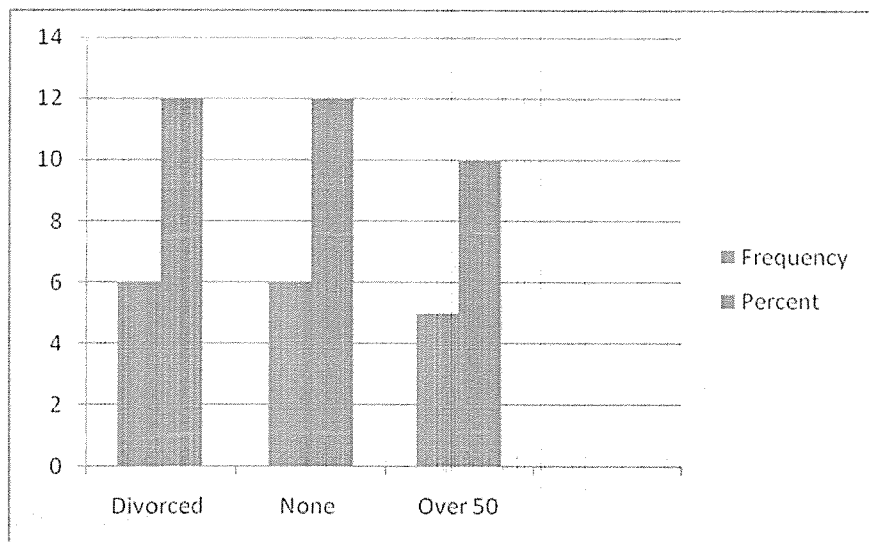
These parents still argued that domestic also determines perceptions of a child to concentrate while outside home. Under this these parents argued that a learner who is psychologically stable can learn well even if he/she is from a single parent's home.

Table 10 Showing Teachers responses about parental marital status and academic performance

Level of agreement	Frequency	Percent
Strongly agree	29	54
Disagree	21	46
Total	50	100

Sources field data 2019

Figure 9 showing teachers responses about parental marital status and academic performance



42.5 Students responses about parental marital status and their academic performance.

Majority of student's respondents accounting to 60% strongly agreed that the variable can affect them in their learning while 30% agreed and 10% don't know because they never gave any responses in relation to this variable. The following are opinions of student respondents that strongly agreed.

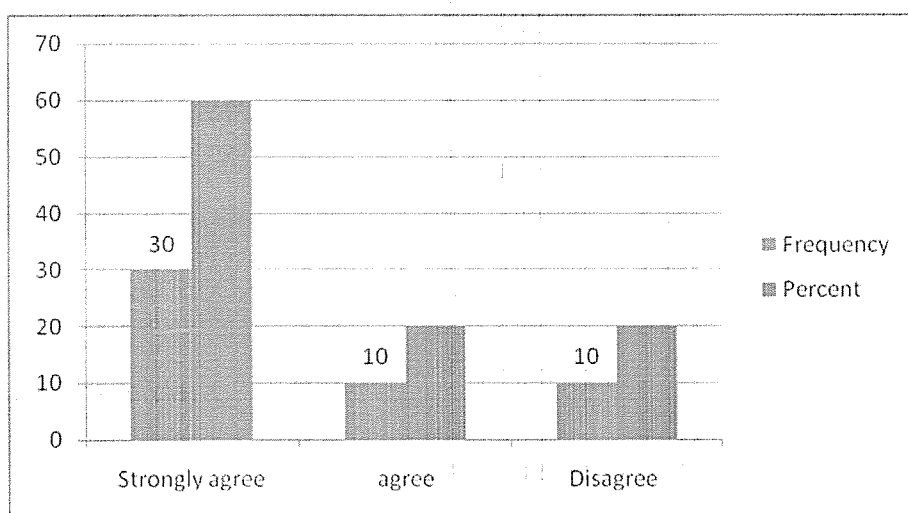
They argued that they feel psychologically stable because of their parental love especially when at home while interacting with their parents. Children with their parents have enough scholastic materials because the parents can easily share responsibilities when it comes to provision of scholastic materials. Children with parents are well protected especially adolescents that some time engage in some behaviors that may not make them achieve a lot while at school. This is because of age disturbances.

Table 11 shows students responses about parental marital status and their academic performance

Level of agreement	Frequency	Percent
Strongly agree	30	60
Agree	10	20
Disagree	10	20
Total	50	100

Source field data 2019

Figure 10 shows students responses about parental marital status and their academic performance



4.4.2. Likelihood of family size to reflect academic performance student responds responses

Out of 100% respondent student that participated in the study, only 20% strongly agreed that the variable can affect them mean while 40% agreed, 10% disagreed and 70% strongly disagreed. The following are some of their responses about the relationship of the variable.

Students urged that in most cases family size whether small or big but motivation of learners / children by parents is very important because children that reside with their mothers are likely to concentrate in most of the time.

Children attainment depends on his / her as attitudes while at school. This is because on this they urged that when a child has left home especially in secondary school level they are likely to abandon home issues and concentrate at on school activities.

Family size especially in single parent families is important are when the father or mother has a lot of care (love) for his / her child. This also predisposes the child to learn and achieve success at school.

Learning entirely depends on school environment because teachers are supposed to create environment for their learners to enjoy learning because this perpetuates morale while at school.

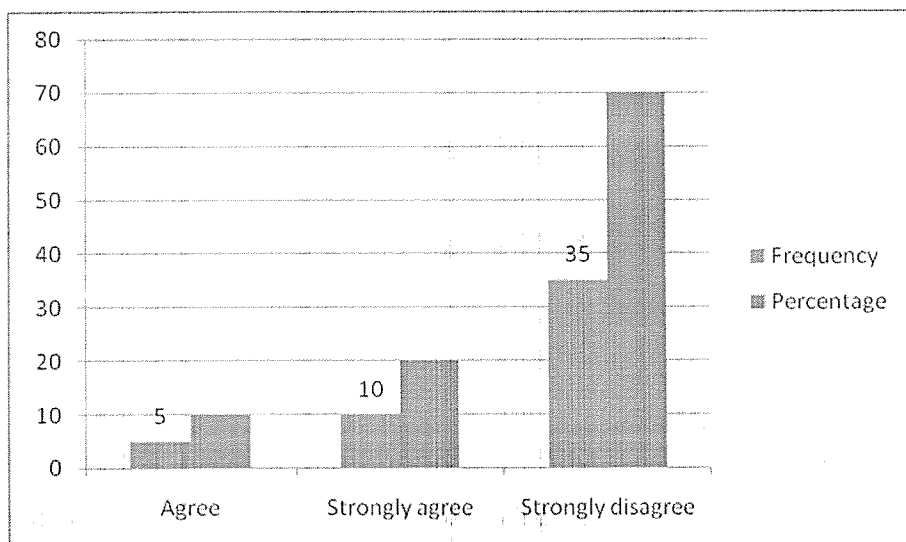
Generally these students reported that to a small extent family size determines their academic performance, however they looked at other factors are major determinants of academic performance

Table 12 below shows students response

Response	Frequency	Percentage
Agree	5	10
Strongly agree	10	20
Strongly disagree	35	70
Total	50	100

Source field data may 2019

Figure 11 Showing likelihood of family size to reflect academic performance student responds responses



4.5 Key informants responses

These were the head teachers of four selected secondary schools in Munarya sub-county.

According to them, generally 60% of the household variables influence entire success of children at school then 40% is contributed by the school state holders especially in Munarya sub-county.

Children from families that have all the above variables (family income stable, small size of the family and two parents) aim higher in most cases and perform well because the parents are able to meet the school requirements in time. Here they explained that a school environment is entirely supported by parents responses, this is when they meet the school requirements in time, teachers are rewarded in time and given incentives for teaching hence parents cannot be spared out is a school has to achieve permanent academic success for all the years.

Therefore home background is the major causes of positive results in academics at school. 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 role models and set objectives and priorities for their children. That's why children from two parent homes perform better than children from single parent homes a variety of social indicate.

While it is the fact that family background correlates positively with academic performance. It is also a fact that school environmental factors also contribute as well. While the major contributions are parents as they have been great important in shaping the performance of children it secondary schools worldwide because it is all about motivating them that children get from the people they interact within their initial stages of life.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides a summary of the things of the study, presents the conclusion and the recommendation of the study findings of the relationship between home background and student academic performance in Munarya sub country. The implications of the findings on the objectives are also discussed in details. Recommendations were derived from the response of the respondents.

5.1 Summary of findings

The sample size of the research was an ideal one, amounting to 50 respondents. They were selected randomly and positively from each school .Purposively the head teachers were the key informants in this study. Due to difficulty in obtaining information from some respondents, some participants were aggressive, the nature of this study subject created some obstacles in terms of locating and contacting victims of families that face challenges and children that have had difficulties basing on the family back ground.

The findings showed that respondents accounting to 65.5% were male while female account for 34.4% respectively of the respondents, 70% accepted that home background variables affect children success in academics at school. While 50% did not agree arguing that it's the school environment that determines academic performance. The findings indicated that most participants, 56.6% had experienced implications of home background while 30.0% had not experienced any related implications.13.1% reported that family sizes, family income and marital status had affected them especially during schooling time.

Majority of the respondents accounting to 60% admitted that income levels, dressing style, scholastics materials, togetherness in love and number of children at home affects learning at school. While 40% said that there is no need of the above so longer as social cultural norms are well defined a child can built on those and live independently in his/ her preferred lifestyle.

In this study, 36.6% of the respondents indicated that their families are not stable with the above home background variable hence the home encountered challenges both at home and this is why their children do not perform as expected of them.

Findings also showed that family financial status involving income levels and provision of scholastic materials provision are the most important issues this was about 46.7% of respondents. 40% agreed that besides finance other variable are also most important as they shape behaviors which they argue that it is the most important of all. While the rest did not have side and they said family also contribute like other sectors like school and government policies hence they should also be looked at rather than pulling blame on families.

5.2 What are the effects or relationship of home background to student's academic performance in schools of Munarya Sub-County?

Every respondent was passionate in declaring that family background variables are the main cause of academic performance at school in Munarya Sub-County. They felt that whenever home environmental factors are owe some, it determine the growth and development of an individual in the entire society.

They added that homes include circumstances that help to explain how a child develops and involves family size, family financial status, physical facilities, family marital status and parenting styles. Home background promotes positive attitude towards education, encourages efficiency in learning, reduces absenteeism, avails relevant scholastic materials to children and this promotes better academic performance at school.

Through the stakeholder efforts to form board of governors, parent's teachers association, the parents play an essential role of availing relevant scholastic materials to their children in order to enhance better academic performance in secondary schools of Munarya Sub-county.

5.3 Conclusions.

The study has established the relationship between family finance status, family size and parental marital status on student's academic performance in Munarya Sub-County Kapchorwa district. The researcher feels the research questions have been answered with insight confirming the preconceptions that the lack of recognition is stilled in societal constructions and governmental beliefs. The aim of gaining an understanding was achieved and has provided information that confirms the thoughts of other literature in this area and added discussion to this under researched debate. The information gained from research generally supports the notion that schools and government are the underlying repressors of the poor academic achievement in schools. The stakeholders need to sensitize parents and be embraced not repressed.

The research observed that most of the respondents were males and that parental that are single mothers have not endeavored much towards education of their children in Munarya Sub-county. The research concludes that parents play vital roles in shaping futures of children through supporting their education background and anticipating their academic achievement and success in all corners. Also the researcher concluded that there is a great effect of family financial status, family size and parental marital status and the learning achievements therefore the study recommends that necessary therapeutic measures, through local administration like district education officers should sensitize and create awareness to the parents through meetings in their respective schools.

5.4 Recommendations.

In order to encourage academic performance, parents silence should break and appear visible; the authorities need to take a stand. They should not keep ignoring the evidence apparent to them. They need officially recognize parents that do lack household incomes and aid them with support, counseling and other social services.

The need to state, implement and strengthen strategies that allow free secondary education by the government to all citizens. This can reduce on disturbance by school administration in order to change societal repressions and thus academic performance would change gradually and improve. The main limitation of this study was use of few parent participants. The researcher found it difficult to find more parents willing to take part in the study. The lack of willing participants confirms that parents are directly involved in all behavioral interactions of their parents. Therefore parents should take a study to provide necessary materials when they decide to educate the children and achieve better results at the end.

Effective parental education programs should be put in place and enforced. This must aim at creating awareness to parents about their parental roles in child development and growth. This would protect children from being neglected and be ignored by their parents especially in humble families.

There should be greater advocacy to enlighten the public about the existence and reality of the failure to achieve education especially in this current global economy situation. This helps to bridge the gap between their efforts to support the children by their parents in time and always comply to the needed requirements.

5.5 Suggestion for further study.

Further research needs to further explore the area of extent as there is little research available about home environmental factors. This links back to the practices of parents persisting to ignore their children yet they are aware of outcomes of education to the development.

Possible research could focus on how government could administer change and help children especially from poor families so long as they are capable to study. Future research could find out why single parents especially single mothers prefer luxuries such as stylish clothes, sports equipments and orthodontics for children not school fees. It can provide insight into the nation of these parents ignoring this responsibility hence manipulating the system.

PART ONE

Dear respondent,

The purpose of this study is to investigate the influence of home-background on the performance of students in secondary schools in Munarya Sub County. As a student, you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only. Please endeavor to fill the questionnaire within one week and return it to the researcher.

Thank you.

Yours sincerely,

CHEROTIN JOYDIE

QUESTIONNAIRE FOR RESPONDENTS

PART ONE (PERSONAL INFORMATION)

Date.....Name of school.....

Age bracket.....Title (e.g. student or teacher).....

Gender.....

PART II: QUESTIONS

1. What is parental education?

.....

2. What is your parent's level of education?

.....

3. What is the effect of your parent's level of education your life?

.....

4. What is parent's occupation?

.....

5. What is the relationship between parent's occupation and the academic performance of a student?

.....

6. What is finance status?

a.

7. To what extent does the parents' financial status influence the academic performance if large or small extent explain why?

.....

End

Thanks

INTERVIEW GUIDE FOR TEACHERS AND HEADTEACHERS

Section A: Background Information

1. Years of working experience as a teacher
2. Years of service in the current school
3. What is your opinion about family size of the majority of Parents of this school?
4. What is your opinion about the level of income of the majority of the Parents of this school?
5. Comment on the marital status of the majority of the parents of this School...
6. What influence does the marital status of the parents have on the performance of the students in your school?
7. What is your view about the academic performance of the students in Your school?
8. What should parents do to improve on the students' performance in your school?

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