HOME FACTORS AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN WEST - BUDAMA COUNTY TORORO DISTRICT

A Thesis

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BY:

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DECLARATION A

I NIKWENSERI ABEL BIRUSYA registration no. MED/25151/81/DU hereby declare that this dissertation is my original work and has never been submitted to any institution for any award.

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DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision."

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APPROVAL SHEET

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DEDICATION

This piece of work is dedicated to Mrs. Charity Mutungi, Mrs. Maria Birusya, for their support.

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In the first place, I am grateful to the Almighty God for giving me the strength, good health, and opportunity to carry out this study.

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ABSTRACT.

This study was to establish the relationship between home factors; occupation of parents, family size, parents level of education, and student home activities and academic performance of secondary school in West — Budama county = Tororo District. The study took a descriptive correlation design. The study population was one hundred and fifty respondents which comprised of students. Simple random sampling was employed. Data was measured in numbers and analyzed with Pearson product moment correlation and multiple regression analysis. The researcher used self administered questionnaires for students. The results showed that all the home factors jointly contributed significantly to the students' academic performance. However, the results revealed that parents' occupation, family size, parents' level of education had no separate significant contribution towards students' academic performance. It was students' home activities that had a significant contribution to student academic performance in West Budama county = Tororo District. It was therefore concluded that; parents' occupation, family size, parents level of education do not have separate significant relationships with students academic performance in West Budama — Tororo District. However, students' home activities have a significant relationship with academic performance of secondary school students in West Budama = Tororo District. The researcher therefore recommended the following; Parents need to increase students' home activities since they contribute significantly to students' academic performance. Teachers, school administrators, and counselors need to be aware of the home related factors so that they can help students to learn better at school by counseling them. Education planners and implementers or education policies need to have in mind these home related factors when making policies that may work in favor of students' academic performance bearing in mind their home backgrounds.

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LIST OF ABBREVIATIONS

ANOVA	=	Analysis of variance
IODL	=	Institute of Distance Learning
MDG	=	Millennium Development Goals
SAQ	=	Self Administered Questionnaire
SPSS	=	Statistical Package for Social Science
U.C.E	=	Uganda Certificate of Education
U.P.E	=	Universal Primary Education
U.S.E	=	Universal Secondary Education
P.T.A	=	Parents Teachers Association

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

In Uganda, formal education has been recognized as an important instrument in the political, social and economic development and transformation of the people and the country at large. Many parents have not been able to train their children up to secondary schools due to home factors such as lack of parents involvement in their children's learning, big family sizes which make it hard to get enough resources to facilitate their children in good schools, low levels of parents education to inspire children's learning activities and their occupations which determine the level of income (Cook, 1996).

Following the millennium development goals (MDG), Uganda started universal secondary education (UPE) in 1997 and universal secondary education (USE) in 2007. This was aimed at improving the human resource and eradication of poverty in the long run (Nakiyingi, 2008).

In spite of the government's efforts to improve human resource and eradication of poverty by introducing universal primary education and universal secondary education, academic performance of secondary school students is still poor especially in Uganda certificate of education examinations (UCE) (Ministry of education Uganda secondary schools Directory, 2009).

Academic performance refers to the extent to which students have been able to perform well in the examinations as measured by tests or examinations which are done at the end of topic, a term, year or education cycle such as Uganda certificate of

education (UCE). Academic performance is the measure of students' progress in the direction of acquiring the knowledge and skills they are intended to acquire from the given course of study and is measured by appropriate tests and examinations.

In this study academic performance is measured in terms of grades that students score in national examinations such as Uganda certificate of education.

In West Budama county –Toro District, there has been poor academic performance of secondary school students for many years as reported by ministry of Education and sports in secondary schools directory 2009 covering a period from 2000-2008. From this report majority of students (1184, 30.9%) were in grade 3, (1082=28.3% grade 4), 352=9.3% grade 9 while 296=7.7% were in grade 1 and 912=23.8% were in grade 2.

This study views students' academic performance as resulting from home based factors such as occupation of parents, family size, parents' level of education and students home activities. The study is based on the fact that the family sets the life style and influences the chances for the children in the sense that a family may be supportive, neutral and antagonistic to school education and performance. The value which each family attaches to school education, determines the motivation with which its children pursue such education (Ezewu, 1990). Therefore, the values for education and eventually performance of students are determined by some students' home factors. It is believed that homes with high incomes, high educational levels of parents, small family sizes, high paying occupations often have more successes in preparing their children for schools as they have a wide range of resources to promote, uplift and support their children. This is in line with Dijken and Bowlby's (1998) parents-child attachment theory which states that parent-child attachment influence children's welfare, emotional and cognitive development positively.

Children from low income earning homes have more problems such as stress and violence than other children based on lack of social and economic needs. This predicts educational outcomes. In many rural areas, school dropout is high because of the lack

of facilities to finance their studies. The level to which the family supports the school objectives directly affects students' academic performance.

In the homes, attitudes, values and beliefs are transmitted. It is the social climate of the family that aspirations and motivations for academic achievements find their first expressions. Poor homes usually lack successful role models among the adults or elder brothers and sisters for the children to emulate. Middle class homes are usually geared to readiness for academic achievement (Robin, 1968 and Magoon, 1972).

In this study, the dependent variable is students' academic performance and independent variables are; parents' occupation, family size, parents' level of education and students home activities.

According to Koontz and Weihrich (1988) performance is the input-output ratio within a time period with due consideration of quality. In the study, student academic performance is viewed to be influenced by home factors such as the occupation of parents; in terms of the work they do which eventually gives them the income to facilitate their children's education in form of tuition fees and scholastic materials. Family size is viewed in terms of parents, children, and other dependents in relation to students' academic performance (Majoribanks, 1996). The parents level of education is looked at in terms of how parents level of education assist them in inspiring their children giving them home work, sending them to school on time and discussing education matters (Edwards, 2006).

Students' home activities are viewed in terms of activities that can encourage students and give them opportunities to learn hence boosting their academic performance (PISA, 2000). These may include revising their books, doing their home works and doing less manual work.

This study took place in Eastern Uganda, Tororo District, West Budama County where students' academic performance in secondary schools has consistently been reported to be low especially in Uganda Certificate of Education (UCE) examination (ministry of

education and sports-Uganda secondary school Directory 2009). The report indicates that the majority of students in West Budama since 2000 to 2009 scored (Grade 3=1184 =30.9%), (Grade 4=1082=28.3%), (Grade 9=352= 9.3%) while (Grade 1=296 =7.7%),(Grade 2=912 =23.8%).

Based on the poor academic performance of the secondary school students in West Budama County-Tororo District, there is need to investigate the relationship between home factors and academic performance of the students.

Statement of the Problem

There is poor academic performance of secondary students in West Budama country-Tororo District. This was reported in secondary schools Directory (2009) by ministry of education and sports. This report covered a period of many years 2000-2009. According to this report, majority of the students in this county scored Grade 3, 1184=30.9%, Grade 4 =1082=28.3%, Grade 9= 352 = 9.3% while Grade 1= 296 =7.7%, and Grade 2= 912 =23.8% in Uganda Certificate of Education (UCE) in the ten sampled secondary schools. This situation of poor performance may hinder the progress of the Millennium Development Goals (MDG) of eradication of poverty and improving the human resource through education of all citizens.

Poor students' academic performance in secondary schools of West Budama could have resulted from home factors such as low income and low earning occupation of parents. This makes it difficult for the parents to get enough facilities for their children in schools. Big family sizes make it hard for parents to get enough resources to educate their children. Parent with low levels of education find it difficult to earn high incomes hence failing to provide enough student home activities which can enhance a good study environment that can lead to high academic performance. Therefore, an investigation of the relationship between home factors and academic performance of students in West Budama County-Tororo District is warranted.

Purpose of the Study

The purpose of the study was to establish the relationship between the occupation of parents, family size, and parents' level of education and students home activities to academic performance of secondary school students in West Budama County-Tororo District.

Research Objectives

i. To determine the profile or characteristics of the respondents (students) in terms of age, gender, class, location and category.
ii. To establish the relationship between the occupation of parents and students academic performance.
iii. To establish the relationship between family size and students academic performance.
iv. To establish the relationship between the level of education of parents and students academic performance.
v. To establish the relationship between students home activities and their academic performance.

Research Questions

i. What are the characteristics of students in terms of age, gender, class, location and category?
ii. What is the relationship between the occupation of parents and students academic performance?
iii. What is the relationship between family size and students' academic performance?
iv. What is the relationship between the level of education of parents and students academic performance?

iii. What is the relationship between family size and students' academic performance?

iv. What is the relationship between the level of education of parents and students academic performance?

v. What is the relationship between the students' home activities and their academic performance?

Hypotheses

HA_1. There is a significant relationship between occupation of parents and students academic performance.

HA_2. There is a significant relationship between family size enhances students' academic performance.

HA_3. There is a significant relationship between parents' level of education and students' academic performance.

HA_4. There is significant relationship between students' home activities significantly affect their academic performance.

Research Scope

Geographical scope

This study was carried out in West Budama County-Tororo District in Eastern Uganda. The study considered both private and government aided secondary schools. Out of the 15 secondary schools in West Budama County, the study sampled only ten secondary schools old and newly established. The study only considered schools which have sat for Uganda Certificate of Education examinations (UCE) for at least three years.

Content Scope

The study particularly considered home factors as variables of study such as occupation of parents, family size, and parents' level of education and students home activities in relation to students' academic performance.

Significance of the Study

The researcher expects the findings and recommendations of the study to be of great significance in the following ways:

(i) The results of the study is expected to provide useful information to teachers and Head teachers of secondary schools to know the different socio-economic home factors and differences that exist among students they teach so that they can learn how to handle them with their different problems which may hinder their academic performance.

(ii) It is hoped that the findings of the study will serve as an eye opener to education officers, and parents to address the problems of poor performance of secondary school students order to ensure better performance in West Budama-Tororo District and Uganda as a country.

(iii) This study will be helpful to the governments' national planners especially when allocating resources such as scholarships, allowances to consider the home background of students and schools they studied in.

(iv) The study will also be of help in that it will add to the existing body of knowledge by stimulating new areas for further research in similar and related studies.

(v) The researcher will also benefit from the research study in that his knowledge and skills in research will widen and broaden. He will also come to understand how home factors influence students academic performance. This study therefore is of great help to school administrators (Teachers and head teachers), Parents, educational planners at both local and national levels and the researcher will gain data collection skills for future research.

Operational Definitions of Key terms

Home factors: In this research, home factors refer to those aspects at home that may aid or may hinder the cognitive, behavioral and interpersonal development of a child hence making them concentrate and perform well academically. In this research they include; parents' occupation, family size, parents' education level and students' home activities. It also refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally.

Academic performance: This means the percent of eligible school students in secondary who score at the satisfactory or excellent level on curriculum-based assessments in content areas and this included national examinations such as Uganda Certificate of Education (UCE). It is the extent to which students have been able to perform well in the examinations which are done at the end of a topic, term, year or education cycle like primary, ordinary level, Advanced level or Tertiary. For this particular study ordinary level (Uganda certificate of Education) is considered.

Parents' occupation: This takes into consideration parents' activities and level of their earning from their work and their influence on academic performance of their children in secondary school especially in facilitating students activities aimed at school academic achievements.

Family size: Family size in this study means the number of parents (Guardians), number of children in the family and other dependants on that same family and their effect on academic performance of students.

Parents' Education level: This involves parents' stage of attainment of formal education hence having a formative effect on the mind, character or physical ability of an individual. This study took into consideration the accumulated knowledge, skills, and values of parents hence evaluating the performance of students whose parents did not go to school, stopped in primary, secondary, and those who attained Diplomas, and

degrees. And how these levels of education relate to students' academic performance in secondary schools.

Students' Home Activities: These refer to those things children do at home that may promote or damage their academic performance in school. In this study, children's activities to be investigated included the work done by children at home, labor concentration in home work, parents' arrangement, and rewards by parents and time given to study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews the related literature to the study variables; parents' occupation, family size, parents' level of education and students' home activities. It gives different concepts, ideas, and opinions from authors and experts on related topics and related studies. It also discusses the theoretical perspective of the study.

Concepts, Ideas, Opinions from Scholars Regarding Variables

In this chapter, analysis of the literature related to the subject of the study with the objectives in light of scholars is articulated. The review in this chapter is therefore focused on the study variables by reviewing literature under the sub-themes which synchronize with the research objectives or questions or hypotheses.

Parents' Occupation and Students' Academic Performance

To link occupation to academic performance, two major aspects were looked at. These included the commitment of the parents at their job and their level of earning and their influence on academic performance of their children.

Children's development of early literacy begins at birth and relies on a range of environmental stimuli (Musgrave, 2000). Parents can ensure that their children are exposed to the best environmental stimuli by participating at home and in early

childhood education settings, which are often children's first significant experience outside of the family (Moore, 1993). This suggests that the parents need some time with their children to enhance their cognitive ability. In this way, if parents' occupation can give them time to support and foster optimal early childhood experiences, it means that their children can develop cognitive abilities that are essential for better academic performance in future.

Recent study by (Hassan, 1983) suggests that the complex web of social relationships students experience with family members—exerts a much greater influence on their behavior than researchers had previously assumed. This process starts with students' core relationships with parents or primary caregivers in their lives, which form a personality that is either secure and attached or insecure and unattached. Securely attached children typically behave and perform academically better in school (Benjamin, 1993) unlike their insecurely attached counterparts. This may be related to confidence children gain from core relationships with their parents hence assisting them to concentrate in class whereas those insecurely attached because their parents had been absent tend to feel socially rejected and fail to interact freely in class hence affecting their academic performance.

Edwards (2006) explains that supportive homes can be a factor determining performance. Students' home environment provides a foundation for learning. Parents have the responsibility of taking their children at school in a condition where they are most ready to learn. These include mental and physical readiness. The physical child needs to be sent to school on time, well rested and fed. Mentally the child needs to be sent to school, calm, motivated to learn and well behaved.

Bookcock, (2000) observed fathers, mothers, and children 15, 20, and 30 months of age, at home in unstructured and semi-structured situations. She found that the intellectual skills of 15- to 30-month-olds (as measured by the Bayley Mental Scale at 16 and 22 months, and the MCDI at 30 months) were significantly related to the parents' engagement in unstructured play, parents' positive rating of children, the

amount parents and children interacted, and parents' aspirations for children's independence as measured on an age-expected questionnaire which of course is significant for their academic performance. This suggests that if parents are too busy to give those chances to their children, their children's cognitive development that aids academic performance is likely to be affected.

Beginning at birth, the attachment formed between parent and child predicts the quality of future relationships with teachers and peers (Brooks-Gunn, and Fursternberg, 1986) and plays a leading role in the development of such social functions as curiosity, arousal, emotional regulation, independence, and social competence (Coleman, 1998) that are very vital to better academic performance in future. This suggests that in case parents are too committed with their duties, children are unlikely to develop such aspects since many caretakers fail to bring out children as parents would. When caretakers impart the brains of infants anger, surprise, disgust, sadness, and fear (Crane, 1991), this may remain detrimental to them affect them in their daily performance including academics unless otherwise.

Investigation on the income level of parents and academic performance of students by Dubey (1999) indicates that the children of higher income earners tend to perform academically well unlike most of their counterparts from low income earners. Giving a clear explanation to his point, Dubey (1999) believes that the relationship between students' academic performance and student family income is positive because money can buy you all the comforts that you need to concentrate on your studies. This was otherwise with children from poor families since they tend to focus on some of their family income problems and may fail to concentrate on their studies.

For families in poverty, basic necessities are lacking, parents may place top priority on housing, clothing and health care. Educational toys, games and books may appear to be luxuries. This was supported by Bookcock (2000) and Lloyd (2002) on the relationship between school performance and parental socio-economic condition where they

conclude that students with high achievement values tend to come from families that are more educated and with higher status of occupation.

Baker and Sodem, (1997) uses a fixed effect instrumental variables strategy to estimate the causal effect of income on children's math and reading achievement. This was based on primary source of identification of the large, non-linear changes in the Earned Income Tax Credit (EITC) over the last two decades. The findings regarding baseline estimates imply that a $1,000 increase in income raises math test scores by 2.1 percent and reading test scores by 3.6 percent. This shows that increase in family income has something to do with academic performance.

Analytical investigation into the family income and academic performance of students or children by Crane (1991) indicates that socioeconomic status forms a huge part of this equation. Crane (1991) asserts that children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance. This therefore brings the relationship between the variables within the lights of emotional and social challenges that tend to affect cognitive development for proper understanding in class.

In a similar way Ichado (1998) also indicated in the study report that many students from low income families face emotional and social instability. It is through this that weak or anxious attachments formed by infants in poverty become the basis for full-blown insecurity during the childhood years and later. As a matter of fact children require healthy learning and exploration for optimal brain development. Unfortunately, in impoverished families there tend to be a higher prevalence of such adverse factors as teen motherhood, depression, and inadequate health care, all of which lead to decreased sensitivity toward the infant (Igbokwe, 2003) and, later, poor academic performance and behavior on the child's part.

Children raised in poverty are much less likely to have these crucial needs met than their more affluent peers are and, as a result, are subject to some grave consequences.

Deficits in these areas inhibit the production of new brain cells, alter the path of maturation, and rework the healthy neural circuitry in children's brains, thereby undermining emotional and social development and predisposing them to emotional dysfunction which in turn affects their academic performance negatively (Graeber and Weisman, 1995).

Studies in United States on the relationship between low family income and academic performance of children from such families indicates that children from poor families are often left home to fend for themselves and their younger siblings while their caregivers work long hours; compared with their well-off peers. This suggests that they spend less time playing outdoors and more time watching television and are less likely to participate in after-school activities (Grissmer, 2003). Unfortunately, children will not get the model for how to develop proper emotions or respond appropriately to others from watching cartoons; they need warm, person-to-person interactions. The failure to form positive relationships with peers inflicts long-term socio-emotional consequences that may affect them in class amidst large number of students and teachers hence fail to understand things going on in class (Igbokwe, 2003).

Furthermore, low-income parents are often overwhelmed by diminished self-esteem, depression, and a sense of powerlessness and inability to cope—feelings that may get passed along to their children in the form of insufficient nurturing, negativity, and a general failure to focus on children's needs. In a study of emotional problems of children of single mothers, (Setidisho, 2001) found that the stress of poverty increases depression rates among mothers, which results in an increased use of physical punishment. Children themselves are also susceptible to depression: research shows that poverty is a major predictor of teenage depression and poor academic performance (Sharma, 2004).

Family Size and Students' Academic Performance

Regarding the variable of family size, this study is based on the issue of number of parents, children at home and other dependants in relation to academic performance of children from such families.

The Family Deficit Model by Graeber and Weisman (1995) holds the view that the nuclear or two-parent family as the ideal family structure. According to this model, single-parent families have a negative impact on children simply because they do not have a nuclear family structure and children from single families perform relatively low as compared to their counterparts with two parents. This tends to sound insufficient explanation, however, different studies establishing the link between two parents and academic performance of students typically support this assumption that students having two of their parents performed better than their counterparts. This may be due to emotional imbalance resulting from a single parent among others.

Further investigations on structural family theory indicate that when the family structure and roles are inappropriate, they lead to psychological distress in the child (Agulanna, 1999). This study has produced findings that the children from divorced families when compared to those from two-parent nuclear families tend to experience short- and long-term academic performance deficits.

Baker, and Sodem (1997) also indicated that more often than not, single-parent families include a mother and children whose original father no longer lives in the home. Similar to income and parent education, father absence is also a risk factor that makes it more difficult for children to succeed in school. This has been based on an argument that when parents separate or divorce, children often lose both the financial and emotional support of their fathers, which can have a negative impact on academic performance. In addition, marital breakdown or separation creates negative emotional impact that can also affect their concentration in studies.

Research that has examined relationships between changing family structures and students' school-related outcomes, has shown that in relation to two-parent families, children in single-parent families have lower academic performance, are more susceptible to peer pressure to engage in deviant behavior, have higher dropout rates from high school, and have greater social and psychological problems all of which negatively affect their academic performance (Baker and Sodem, 1997).

In general, research suggests that differences in the academic achievement of children from single- and two-parent families can be related to changes in the economic circumstances of families and to variations in the quality of parent-child interactions in the different family structures.

Children from big number of family members fail to meet sufficient parental support and involvement in education (Children's Defense Fund, 1995) and yet research findings reveal that students who regard their parents as warm, firm, and involved in their education earn better grades than their classmates with uninvolved parents (Coleman, 1998). This therefore suggests that children from few family members get full parental support, affection, love and care besides the parents involvement in the education of their children hence their academic performance tend to be better than those from many family members.

Additional research also indicates that academic performance is also related to economic pressures. Ajila and Olutola, (2000) for example articulated that economic pressure tends to be less in families with few members than families with many members. This suggests that students from families with few members tend to receive most of their educational and basic needs hence keeping them settled and focused on their educational demands unlike those students from families with many members face the pressure to receive their basic needs and education needs.

Further investigation on the bigger family size and was also established by Coleman, (1998) and this research regards that family size is a risk factor for academic performance when there are four or more children, close in age, within the same

household and other dependants. This research again believes that when there are many children or dependents there is likely to be accumulation of risk, meaning that children who have a combination of risk factors such as poverty, many siblings close in age, and a single parent are at greater risk of poor academic performance and other negative child development outcomes than children from homes with higher incomes and fewer siblings.

Some research findings reveal that families with many children and other dependents mostly receive less parental support than their counterparts (Children's Defense Fund, 1995). In cases of remarriage single parents for example, change in parental behavior as a formerly single parent enters a new relationship. This disruption can be hard on children who may feel that they are losing another parent. The presence of stepsiblings also reduces time with and access to parents, further decreasing the amount of support individual children receive and affecting them emotionally that tends to affect their academic performance.

Parents' Education and Students' Academic Performance

Grissmer, (2003) also believes that parents need to be somewhat literate such that they can play a role for their children's early reading. In a critical review of his research on parents' involvement in children's education and schooling, Grissmer, (2003) concludes that parents' participation in literacy activities, the barriers that parents face as a result of low literacy, and their perceptions of the role that they can play in their children's literacy development may affect children's preparedness for school. These factors also may influence the direct and subtle messages that parents send to their children about the value, achievability, and power associated with literacy, schooling, and knowledge.

Although mothers' education historically has been used as the primary predictor of children's achievement, educational research increasingly is examining the effect of father-child interaction on children's early learning, particularly among fathers with low

incomes (Brooks-Gunn and Chase-Lansdale, 2001). Parents' accounts in this research suggested that many parents felt challenged by the expectations attached to parenting roles—a challenge that was exacerbated by their own limited formal literacy capacities and their desire to support their children's early literacy development.

In similar way, Baker, and Sodem, (1997) also indicated that parents who are literary limited did not only have literacy inabilities and literacy inexperience but also literacy unpreparedness and goals for their children. These studies suggest that a parent's inability to support their child's learning affects the child's engagement with books and schooling. Therefore, fathers and mothers who have limited schooling as well as low reading and writing abilities have difficulty participating in school-related activities requiring high levels of literacy and if there are no programs or opportunities to ensure that their children become competent learners, they will perform poorly.

There is evidence that parents' education will affect students' academic achievement in Mathematics. According to Grissmer (2003), parents' level of education is the most important factor affecting students' academic achievement. Taiwo (1993) submits that parents' educational background influence the academic achievement of students. Musgrave (2000) states that a child that comes from an educated home would like to follow the steps of his/her family and by this, work actively in his/her studies.

Studies in Pakistan also emphasized that in cases where the mothers are illiterate and fathers usually remain absent from home due to their job hours, the women are considered of less importance, less influential and with minimum role (William, and Chelser, 2005). This research has shown that empowerment to mothers on different fronts can lead to better educated society and those students with educated mothers are performing academically well as compared to those who are with illiterate mothers. This relationship has been based on an assumption that educated mothers can help their children to improve and can keep proper check on their activities.

Taiwo, (1993) found that fathers with less than a high school education were much less likely to be involved in their children's schools than fathers with higher levels of

education. Although sufficient explanation regarding this point was given, the relationship between the variables seem to be indirect as fathers sometimes also get involved in factors of behavior and intellectual / cultural activities hence both uniquely influencing perceived competence and indirectly influenced school performance (Coleman, 1998). Additional research based on this indicated that many of the children from highly educated families readiness to score in mathematics was higher than that of their counterparts.

Sharma, (2004) also established that in many poor households, parental education is substandard, time is short, and warm emotions are at a premium—all factors that put the attunement process at risk. Caregivers tend to be overworked, overstressed, and authoritarian with children, using the same harsh disciplinary strategies used by their own parents. They often lack warmth and sensitivity (Rani, 1998) and fail to form solid, healthy relationships with their children which later on affect their cognitive, interpersonal and moral developments that are pillars to proper academic performance in their studies.

Wentzel, (1995) holds that parents educational levels contribute greatly to their children's academic performance because they pass on altitudes and expectations to their children provide encouragement and opportunities to learn. He points out those parents with a college or university Education are more likely to buy books for their children because they often have high incomes. They are also keen in following up the discipline of their children. This is done through associations such as Parents Teachers Association (PTA); parents play a big role in the development and administration of schools. However, Maicibi, (2005) points out that parents with high level of Education advise the school authority on operating policy, assist it in facilitating its administrative process to meaning dialogue between their children and teachers, with a view of finding solutions to students' poor academic performance, they can also suggest workable ways to raise funds for provision of basic amenities to supplement fees facilities deficiencies.

The above argument is in line with Sticht and Mc Donald (1990) who asserts that the mothers' level of education is one of the most important factors influencing children's reading levels and school achievements. Students whose parents are involved in their learning demonstrate advanced academic achievement and cognitive development. According to them students benefit a lot when the parents and the school become participants in their children's education and their lives. This enables students to have better attendance. Complete home work consistently and exhibit more positive attitudes and behavior towards learning.

Watkins, (1997) says that parent and family involvement in their children's educational experiences is directly linked to students' learning and motivation, quality school and effective reform strategy.

Levine and Lezotte, (1990) have identified different ways in which parents have been described as being part of improvement efforts at usually effective schools; exerting pressure on public officials in order to help them obtain and retain resources, participate in school meetings to promote games and other instructional materials at home to improve their children's attitude towards school and learning (Garrison and Magoon, 1972), helping to maintain orderly climate at school, some parents monitor teaching , supervise home learning program, helping their children to use local library resources which teachers recommend as useful.

Artkinson and Feather, (1966) observed that the achievement motivation of children whose fathers have attained high educational level and are in high income occupation tend to be high.

In a study by Gottfried, Fleming and Gottfried (1998), home environment was found to have a statically positive and significant effect in academic intrinsic motivation. Children whose homes had greater emphasis on learning opportunities were more academically intrinsically motivated.

Students Home activities and Academic Performance

Children's activities at home have also been a matter of scrutiny among scholars especially in relation to their academic performance. This is based on the fact that some children instead of concentrating on revising their books perform other duties some of which are beyond their capacities.

Research on cognitive operation of children point out that children who are subjected to hard works at home in most cases show cognitive difficulties which tend to affect their way of reasoning, making decisions and ability to memorize things (William and Decoufle, 1999). This study therefore asserts that such children tend to perform poorly in schools.

Harward and Orlansky (1986), (2006), display that most of the children who perform activities that are supposed to be done by adults in most cases malnourished. Thus, their finding demonstrates that the Intelligence quotient (IQ) of such children is on average 12 points lower than that of children who are not subjected to activates that are supposed to be done by adults and 61 percent of such children victims demonstrate "distractibility and inattention consistent with attention deficit disorder" which is detrimental to their studies and academic performance as well.

This finding was somewhat similar to that of Woititz (1983), on Jamaican children established that children who are subjected to activities that is beyond their age scored an average of 10 points lower that their counterparts on a development quotient.

More studies done on cognitive development and performance especially with the Jamaican schoolchildren articulated that children subjected to heavy family activities at home do not only have problems in their development quotient but they also have disruptive cognitive development and their academic performance is generally lower than that of their counterparts. The disruption in cognitive development and lower academic performance are said to be linked to poor physical development. Helterman and Layman (2006) for instance argued that such victims run twice more the risk of

scoring below average in mathematics than their counterparts or those children who perform activities within their limit and have sufficient time for studies.

Myers (1989) recommends that children should have sufficient time for interaction with their peers, adults, teachers and elders. According to this psychologist, such interaction is very vital to proper cognitive development. This suggests that if the activities performed by children at home do not give them the opportunity to relax, interact and have fun, this is likely to make the child incompetent of inventing and discovering and understanding things both at home and worse of it all is at school and this is detrimental to their academic performance.

As it can be seen from the above literature linking children activities and academic performance, scholars seem to admit that subjecting children to heavy activities and failing to give them time to relax, interact and revise their books is detrimental to the academic performance of students.

Theoretical Perspective

This study operated within the theoretical perspectives of structural family theory and parental attachment theory and parental attachment. Parental attachment theory was proposed by Dijken and Bowldly (1998). It States that the infant has a tendency to seek closeness to another person and feel secure when that person is present.

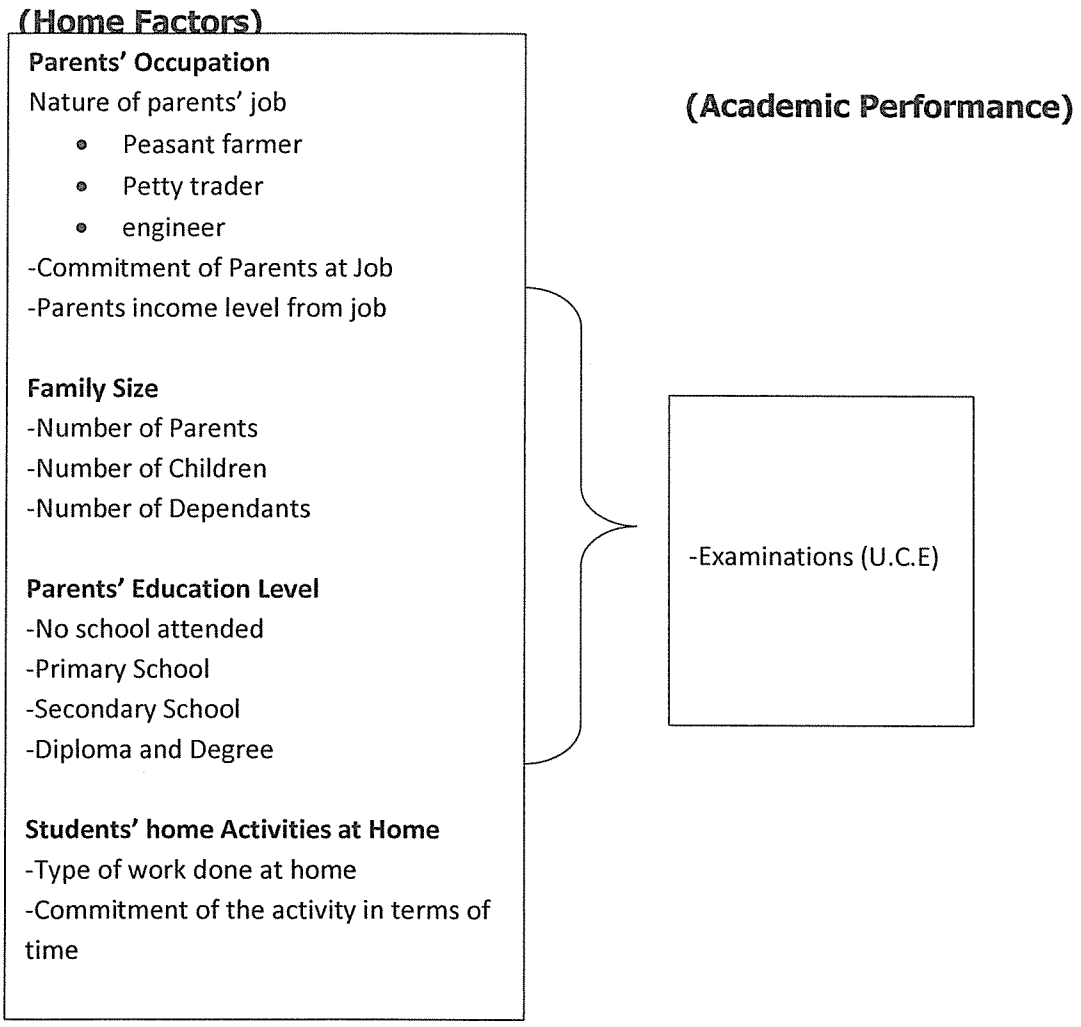
According to Dijken and Bowldly (1998) Parental deprivation would not only cause depression in children, but also acute conflict and hostility, decreasing their ability to form healthy, critical, and creative judgment besides reciprocal relationships in adult life and these negatively affect individual's general performance at school and work. This parental attachment theory suggests the attachment parents have with their children in early years in terms of knowing what the children are doing at school, encouraging them to study, giving them time to study at home, giving them home works and making sure they go to school on time. Providing students with school facilities, loving them,

inspiring them because of what they do, being role models to them in terms of discipline and education levels hence encouraging students to aim higer and eventually perform better at school.

Structural family theory was advanced by Minuchin, (1974). It embraces the organization of a family unit and how each member relates to the others. This theory asserts that size of the family and number of parents closer to the child, number of dependents and the type of family one lives in are all influential in shaping an individual's world view and impact on one's cognitive and interpersonal development besides influencing one's attitude that is capable of determining one's creative thinking, critical thinking, and build on their ability to memorize; aspects which are all vital in one's academic performance. This theory suggests that the structure of the family in terms of family size considering the number of parents, children and other dependents contribute to the academic performance of their children in that when the family is big, and have parents with low income occupations, it may have some financial hardships on the parents in providing school facilities to the children hence limiting their academic performance.

Conceptual Framework

Figure 1: Conceptual Framework of the study



Source: Primary source

As it can from Figure 1, the performance of students in academics is directly and indirectly linked to home factors that involve parents' occupation, parents' education, family size and activities children are involved in at home.

Related Studies on Relations between Home Factors and Academic Performance

Occupation of Parents and Students Academic Performance

There has also been an indication that family's socio-economic class directly and indirectly affects the academic performance of children from such families. Studies carried out by Marches and Martin (2002) in some secondary schools in Spain for example found out that the upper economic class students showed a better use of Meta-cognitive strategies than those of lower social class. The influence of social class is mediated by cultural levels, which in turn determines family expectations, values and attitudes regarding education. The researcher somewhat agrees with Marchies and Martin (2002) since poor home backgrounds do not get the required money on time before the school term opens and students are sent to school late, this leads to poor performance in class. Additionally, poor families may not afford good nutrition and medical facilities besides instructional materials such as papers, books, computers which are all vital for serious studies.

Similar results were found by Teese (2004), in his analysis of the students' performance where he found clear and consistent trends for children from lower socio-economic background. Coleman (1998) state that the relationship between socio-economic disadvantage and learning outcomes has been accepted almost as an article of faith by educators.

Researchers have shown that family's socio-economic status is based on parents' income, education and occupation. Thus, a family with high socio-economic status is often more successful in preparing its young children for school because they typically have access to a wide range of resources to promote and support their development (Sharma, 2004). They are able to provide their young children with high quality child care, books and toys to encourage them in various learning activities at home. This in turn, will affect the students' academic achievement in Mathematics.

In the study carried out by Idol cal government area of Oyo State by PISA in Nigeria, it was noted that what the occupation of a parents is highly connected to the academic performance of their children (Program International Students Assessment, (2000). This study affirms that if parents are Members of Parliament for example, children from such family tend to be motivated to work extra hard in order that they maintain the status quos whereas, children from peasant families are bowed down and many of them have no aspiration that can promote hard work.

Family Size and Students Academic Performance

Smaller family size has been linked with higher academic achievements Eamon, (2005), Majoribanks, (1996). Students with fewer siblings are likely to receive more parental attention and have more access to resources than children from large families.

Studies on strong parenting and family structure and their influence on academic performance of children in schools was done by Sogbetan, (1981) and in this research the author noted that in some instances strong parenting is a protective factor, and children who live in impoverished areas can successfully avoid negative outcomes if parents develop higher expectations for their children's school performance. This finding contends that the structure of the family may not necessarily be a determinant of students' academic performance but the strength and protection family members offer to the education of children.

Howley, (1989) also notifies that while the earlier studies were devoted to effects of family structure on academic achievement of children, the debate regarding which type of family structure has the greatest impact on the child remained unanswered. However, some analytical study by Grissmer, (2003) on family structure that include female single-parent with low and high economic status (SES), and two-parent with low and high SES showed that students in two parent family structures have higher academic achievement levels than their peers in single parent families. In similar way

Crane, (1991) also showed that in the employed-mother household, both parents engaged in reading / homework activities with their child more frequently, than the parents in non-employed-mother households and this the children from such families upper hand in their academic performance.

Home factors were also linked to academic performance of students by Marjoribanks, (2003) and this research strongly believes that a healthy family yields feelings of belongingness and differentiation to its members. In cases where there occurs a disruption in the healthy and well established family ties and structures, children are likely to be stressed and this stress does not only happen in short-term but also long term. This brings about negative perception about oneself and lowers their self-esteem that tends to affect cognitive level and academic performance of children in such families.

Bookcock, (2000) studied additional factors affecting children's academic performance using data from the National Survey of Family and Households (NSFH), and found that family structure, parenting, race and school experience were significant in child development. Thus the study established that family structures and parent-child attachment factors must be understood. Data from the Bookcock, (2000) further suggests that both process and structural attributes of family social capital including norms, social networks, and relationships between adults and children, are key factors affecting a student's academic achievement.

Different scholars illustrate the relationship between the home factors and academic performance of students in schools. Ichado (1998) for example concludes that the environment from which a student comes can greatly influence his/her performance in school. The family lays the psychological and moral foundations in the overall development of the child that is also significant to the academic performance of the child (Agulanna, 1999).

According to Moore (1993), family size is modestly related to students' academic achievement. Moore's view was also shared by Benjamin (1993) who contends that

factors such as the mother's age at birth of the child, number of siblings, genetics and environment have more to do with academic achievement.

Level of Education of Parents and Students Academic Performance

Howley (1989) and House (2002) contend that students learn better if they have well-educated parents who participate in the school's education process and encourage their children to learn. In their conclusion, they contend the academic performance of children from such families (with high education level) is likely to be affected.

Edwards (2006) also describes families headed by educated parents as supportive homes as determining factor for better academic performance. The author indicated that such homes provide foundation for learning and parents have the responsibility of taking their children to school in a condition where they are most ready to learn. In Edwards (2006) deeper explanation, he reveals that educated parents provide both mental and physical readiness to their children. This means that they are well informed that for better performance, children need to go to school on time, need to be well rested besides motivating their children and acting as an example. This therefore pushes children to work extra hard and do well in academics.

Furthermore, Jencks and Philips (1998) established that educated parents tend to prepare their children for studies and impart in them considerable discipline to work at school and home and have use good work habits. In their justification, the scholars indicated in their findings that 70 to 90 percent of the children who get distinctions and higher credits have their parents well educated and the children's achievements have been as a result of their parents helping them in home works, their parents send them to attend meetings and conferences with experts hence giving the opportunity to perform well.

Additionally, low formal education level of parents has also been linked with poor academic performance. This has been based on the fact that such parents have limited language to support their children's education (Jencks and Philips, 1998). The author

argues that though socio-economic status of parents influences positive performance, parental education has more significance than socio-economic status without formal education. To affirm hiss position, the author noted that parents' education accounts for 25 percent of students' performance in test score. This therefore suggests that parents' education is really a predicating factor to the academic performance of their children.

Students Home Activities and their Academic Performance

Good academic performance strategies start right from early childhood. Study by Elliot and McGraw (2001) for example elaborated that parents should encourage their children get involved in activities and games that can equip them with memorization skills and control skills that can enable them have competitive learning mind, cooperative learning and emotional strengthening ability which all are directed to academic excellence in early formal education and later.

Additional survey by PISA (2000) also found out that children should be involved in activities that may spark in them motivation and aspirations for better academic performance. This study articulates that both home and out-side activities like graduation parties, inauguration parities, picnics among others make children admire, enhance attitude self-related beliefs hence aspire to be the hosts at one time.

According to Shorter and Onyanchan (1999), in many African homes, children are subjected to child labor. According to this study, those children work in farms and other domestic duties as they come back from school or during their holidays. This suggests

that such activities limit the children's opportunities of concentrating on school work or revising and kills their leisure time hence creating in them physical and psychological stress in them. The physical and psychological stress in children creates in them pain that makes them incapable to think and memorize things they learnt hence performing academically poorly.

Similar to Shorter and Onyanchan (1999), Erickson (1968) also indicated that engagement of children less than eighteen years of age in activities meant for adults is not only detrimental of his or her mental, intellectual, physical or moral development hence affecting the child's academic performance. This point was also somewhat supported by Cavanagh (1990) who established that engaging children in activities beyond their capacities injures children's thought process, emotions and attitudes hence making such children perform poorly in academics.

Summary of Literature Review

Many of the studies done on different variables for example occupation of parents, Martin and Marchesi did it in secondary schools in Spain and found out that upper economic class students showed a better use of Meta - cognitive strategies than those of lower social class, Coleman, (1998), Teese (2004), PISA, (2000)in Nigeria.

Family size and students academic performance was studied by Sogbetan, (1981), Howley, (1989), Grissmer, (2003)studied the influence of family structure on children's academic performance.

Howley, 91989) and House, (2002), Edwards, (2006), Jencks and Phillips, (1998) studied how parents level of education is related to children's academic performance in primary school levels.

Students home activities were studied by Elliot and Mcgraw,(2001) in primary schools, PISA, (2000), Shorter and Onyanchan, (1999), Cavanagh (1990) who established that

engaging children in activities beyond their capacities injures their thoughts, emotions and attitudes hence making such children perform poorly in academics.

As it can be seen from the literature review, most of the studies cited were done in Western countries such as Europe, America, and other African Countries. They used different variables of study, sampled mainly primary school children, some few in secondary schools but none of these studies had been done in Secondary schools of West Budama County Tororo District using the same variables of parents occupation, family size, parents level of education and students home activities.

CHAPTER THREE

METHODOLOGY

Research design

The researcher took a descriptive correlation design. It was based on the variables of study which were quantified into numerical data to explain, predict and control phenomena of study. Data was measured in numbers and analyzed with Pearson product moment correlation and multiple regression analysis. This study related home factors, parents' occupation, family size, and parents' education levels and students home activities to students' academic performance.

Population

Out of a target population of 645 respondents, 150 students were randomly selected which is in line with Krejcie and Morgan's (1970). Table of sample size determination.

Table 1: Population and sample size of respondents

Category	Student	Sample size
Government	350	90
Private	295	60
TOTAL	**645**	**150**

Sample Size

Out of the target population of 645, 150 students were randomly selected. In order to ensure proper representation of the sample, simple random sampling was used which gave a chance of each respondent chosen at random to represent the whole population.

Instruments

The research used self administered questionnaire for students. The research questionnaires were based on research variables of study. The research variables include: Parents occupation, family size, parents' education and students home activities.

(a) Occupation

Parents' occupation was rated scores basing on different types of jobs the parents and guardians do to earn their income. The higher the score, the higher the income. Parents' occupations were ranked as follows: Casual laborer and office messenger=1. Peasenat farmer, petty trader, carpenter, brick layer, driver, sailor and typists=2. Teacher, civil servant, nurse, local council leader=3. Engineer, clergy, lawyer, accountant, head teacher and bank worker=4. Medical doctor, lecturer, professor and bank manager=5. Member of Parliament, minister and judge=6.

(b) Family size

Family size was based on the number of parents, children and other dependents. The higher the number, the bigger the size of the family.

(c) Parents level of education

On parents' educational background, different levels of education were allocated scores: No school attended =, primary school =2, 0- level =3, A level =4, Diploma = 5, University degree =6, Masters Degree = 7 and doctorate = 8. The higher the score the higher the level of education.

(d) Students home activities

The students' home activities were related in a five point scale of 1-5 depending on how they were performed at home and were rated with scores ranging from: Strongly Disagree =1, Disagree =2, Neutral =3, Agree =4 to strongly agree =5.

(e) Academic performance

Academic performance was measured from the results of ordinary level performances that is Uganda certificate of Education. The Grades were given scores: Grade 1 =5, Grade 2=4, Grade 3= 3, Grade 4=2, Grade 7 =1 and Grade 9=0.

Validity of the instrument

The validity was measured using content validity of instruments, two raters/ experts in the field of study were used to set the content in the questionnaire. The researcher consulted experts to verify validity of instruments. These experts assisted in assessing the phrasing of the questions to avoid ambiguity. The content validity addressed the degree to which the test items represented the domain of the traits or property being measured Amin (2005). After that, the researcher viewed each statement with the help of experts and assessed the extent to which the questions were related to the topic of the study.

The researcher compiled the responses from raters and computed the content validity index (CVI).

(CVI)= number of items rated as relevant

Total number of items being judged / rated in the questionnaire

	Relevant items	Not relevant items	Total
Rater 1	10	1	11

$= 0.86$

Rater 2	9	2	11
Total	19	3	22

$$\frac{CVI=19}{22}$$

The CVI was 0.86, which is greater than 0.7 the validity for an instrument Amin (2005). Thus the questionnaire was considered valid because the items in the instruments were relevant and sufficient to cover the content validity index valid for the study that adequately sampled the population in question.

It was checked by the help of experts to see whether the questions represented the propery measured. These properties include: Parents' occupation, family size, parents' education, and students home activities in relation to students' academic performance.

Reliability of the Instruments

The reliability of the instrument that is home factors was found using internal consistency co-efficient of estimate Cronbach's alpha $\propto$ =0.74.

Data Gathering Procedures

A letter was obtained from the Dean of the School of Education of Kampala International University as an introductory letter to those who are involved in the exercise. The researcher sought permission from the District Education Officer (DEO) to carry out the research. A list of secondary schools was obtained and the researcher visited the sampled schools, randomly selected 15 students from each school ensuring that each class was represented. This was done by writing "Yes" / "No" on pieces of papers. Those who picked "Yes" were considered as respondents while leaving out those who picked "No". Thereafter, self administered questionnaires (SAQs) were administered to respondents and after filling in, the researcher collected them to prepare data on issues of interest for the area of study.

Data analysis

Data were analyzed using Pearson's product moment correlation and multiple regression analysis. Data from home factors that is parents' occupation, family size, parents' education and students' home activities served as independent variables while students' academic performance served as the dependent variables.

Ethical Considerations

To safe guard against un professional conduct while carrying out the research like failure to disclose facts which could cause false research findings, the researchers sought permission of the people who would participate in the research for their consent in the intended study. The researcher did not lie respondents and record findings on hidden mechanical devices. The researcher made sure the researcher's personal biases and opinions did not override other interests and the researcher gave both sides fair consideration. The findings of the research were kept confidential, done under the

condition of anonymity to avoid embarrassing and harming respondents and their institutions. The researcher sought approval of the University ethics committee to make sure the research does not violate any of the ethical considerations through the supervisor.

Limitations of the study

The study had some limitations.

In the first place, some respondents were not willing to share with the researcher some of the information that they considered confidential even when the researcher promised them that the information would be kept confidential and only used for academic purposes. The researcher solved this challenge by creating a rapport with such respondents which made them open up and gave detailed information needed. I would recommend and suggest to education stake holders to sensitize the public about the research activities so that when one is doing research proper information is disclosed.

Some respondents were not able to express themselves fully in English language and this affected the quality of the answers they gave. To solve this problem the researcher asked the help of research assistants who knew the local language to interpret for such respondents. I would therefore recommend that English language be emphasized right from primary schools so that students express themselves fully when they are in secondary schools.

Due to financial and time constraints, the population sample size was small and limited. That is why simple random sampling was used. However, the researcher had to budget his finances and asked some of his friends for financial assistance. I would therefore suggest and recommend that parents, Ministry of Education and Sports invest a lot of funds in research activities so that they can assist future researchers.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Introduction

The chapter presents data, analyses it, and interprets the results basing on the variables of the study, objectives and research questions. The study was guided by the following questions.

(i) What are characteristics of students in terms of school age, gender, class, school category and location?

(ii) What is the relationship between the occupation of parents and students' academic performance?

(iii) What is the relationship between family size and students' academic performance?

(iv) What is the relationship between the level of education of parents and students' academic performance?

(v) What is the relationship between students' home activities and academic performance?

Research question one

The research question required the researcher to give the profile of students (respondents)

TABLE 2: Profile of Respondents (Students) age, gender, class, school category and location.)

(AGE) **Age Range**	**Number**	**Percentage**
10 – 15	13	8.7 %
16 – 20	122	81.3 %
21	15	10 %
Total	**150**	**100 %**
(GENDER)		
Male	90	60%
Female	60	40 %
Total	**150**	
(School Location)		
Urban	00	00%
Sub urban	56	37.3%
Rural	94	62.7%
Total	**100**	**100%**
(Class)		
Form 1	38	25.4%
Form 2	37	24.6%
Form 3	37	24.6%
Form 4	38	25.4%
Total	**150**	**100%**
(School Category)		
Private	50	33.3%
Community	00	00%
Government Aided	100	66.7%
Total	**150**	**100%**

Table 3: Correlation matrix of Home factors and student academic performance

	Variables	1	2	3	4	5	6	7
1.	Fathers Education	1.000						
2.	Mothers Education	.258	1.000					
3.	Fathers occupation	.633	.309	1.000				
4.	Mothers occupation	.220	.448	.333	1.000			
5.	Students Home activities	0.66	.080	.017	.006	1.000		
6.	Family size	.163	.123	.058	.167	-104	1.000	
7.	Students performance	-.042	-.067	.032	.039	.195	-.010	1.000

The results from table 3 were used in testing the 4 hypotheses.

Hypothesis: 1. There is a significant relationship between occupation of parents and students academic performance.

Results from Table 3 indicate that there is no significant relationship between the parents (mother and father) , occupation and academic performance. For the fathers occupation r = .032 p>.05). for the mother's occupation (r = .039 p>.05). This shows that hypothesis 1 is rejected. That is parents occupation is not significantly related to students academic performance. The results of the study in West Budama are not in agreement with previous research findings of Musgrave, (200), Moore, (1993) who found out that parents occupation plays a significant role in students academic performance.

Hypothesis 2: There is a significant relationship between family size and students' academic performance.

Results from the table 3 indicate that there is no significant relationship between family size and students academic performance (r=.167 p>0.5).

This shows that hypothesis 2 is rejected. That is family size is not significantly related to students academic performance. These findings are not in agreement with some previous findings of Agila and Olutola, (2000) and Coleman, (1995) who articulated that economic pressure tends to be less in families with few members than families with many members which may have positive or negative effects on students academic performance. When the family size is big, it may restrain the parents when financing children's education and provision of scholastic materials which eventually affects their academic performance.

Hypothesis 3. There is a relationship between parents level of education and students academic performance.

Results from table 3 indicate that there is significant relationship between parents' education (fathers education $r= -.042$ $p>.05$). Mothers education $r = .067$ $p>.05$). This shows that hypothesis 3 is rejected. That is parents education is not significantly related to students academic performance. These findings are not in agreement with some previous research findings of Grismer, (2003), Baker and Sodem, (1997), Taiwo, (1993) and Musgrave,(2000) who emphasized that parents need to be somewhat literate such that they can play a role for their children's early reading. Their involvement in literacy activities influences the academic achievement of students.

Hypothesis 4. There is a relationship between students' home activities and their academic performance.

Results from table 3 indicate that there is a significant relationship between students home activities and academic performance ($r = .195$ $p< .05$) . This shows that the hypothesis is positive or accepted. That is students home activities have a significant relationship with students academic performance. These findings are in agreement with some previous researchers such as Woititz, (1983), Myers, (1989) and Haward and Orlansky, (18986) who found out that students home activities influence their cognitive development and academic performance.

Table 4: Model summary of home factors as predictors of student academic performance

Model	R	R.square	Adjusted R square	Std. error of the estimate
1	(a) .320	.103	.056	.6573

ANOVA

Model	Sum of square	df	Mean square	F	Sig.
1 Regression	5.774	6	.669		
Residual	50.547	117	.432	2.227	(a) .045
Total	56.321	123			

(a) Predictors (constant) family size, father's occupation, mother's occupation, mothers education, fathers education, students home activities.

(b) Dependent variables: Students academic performance

Results from Table 4 showed that combined home factors such as family size, fathers occupation, mothers occupation, fathers' education, mothers education, students home activities significantly contributed to academic performance of students ($F= 2.227,(6,117)$ $R^2= .103$ $P < .045$).

Table 5: Regression co-efficient of home factors as predictors of student academic performance

MODEL	Under standardized co-efficient		Standardized co-efficient	t	Sig.	HA Testing
	B	Std error	Beta			
1.(Constant)	3.405	.482		7.057	.000	
Father's Education	-.108	.068	-.199	-1.592	.114	Rejected
Mother's Education	.151	.083	.213	1.830	.070	Rejected
Father's occupation	.143	.153	.104	-.937	.351	Rejected
Mother's occupation	-6.019E-02	.139	-.044	-.434	.665	Rejected
Students Home activities	-2.792E-02	.009	-. 274	-3.063	.003	Accepted
Family size	1.792E-03	.009	0.009	.095	.924	Rejected

(a) Dependent variable; Student Academic Performance.

Results from Table 5, indicate that students home activities significantly contributed to their academic performance (Beta = - .274, t = -3.063, P< .003). However, father's Education, Mother's Education, Father's occupation, mother's occupation and family size did not make significant separate contribution to the academic performance of the students.

The results from Table 5 were used in answering the four research questions in the following section.

Hypothesis: 1. The relationship between parents occupation and students academic performance.

From this table parents occupation did not make significant separate contribution to the academic performance (Father, Beta = .104, t= .937 Sig. .351) mother Beta = .044, t-.434, Sig. .665). These findings therefore mean that according to this study, the parents occupation do not contribute significantly to students academic performance.

Hypothesis 2: The relationship between family size and students' academic performance.

From table 5, family size did not make a separate significant contribution to students academic performance (Beta = .009, t = .095, Sig. 924).

Hypothesis 3. The relationship between parents level of education and students academic performance.

From table 5 (father Beta = .199, t=-1.592, Sig. =144), (mother Beta = .213, t= 1.830, Sig = .070) did not give a separate significant contribution to students academic performance.

Hypothesis 4. The relationship between students' home activities and their academic performance.

From table 5, results show that there is a significant relationship between students home activities and their academic performance. Beta = -.274, t= 3.063, p< .003).

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Introduction

This chapter presents the findings, conclusions and recommendations following the study objectives and hypotheses. The areas for further research are also suggested.

Findings

This study was set to establish the relationship between the occupation of parents, family size, parents' level of education and students' home activities to academic performance of secondary school students in West Budama county- Tororo District. Basing on research questions and hypotheses, the study found out that.

(i) There is no significant separate relationship between occupation of parents and students' academic performance of secondary school students in west Budama county Tororo District.

(ii) The study found out there is no significant separate relationship between family size and students' academic performance in west Budama County –Tororo District.

(iii) There is no significant separate relationship between parents' level of education and students academic performance in West Budama county-Tororo District.

(iv) There is a significant relationship between students' home activities and students' academic performance in West Budama County –Tororo District.

Conclusion

From the study findings, parents occupation, family size, parents level of education do not have a significant separate contribution to students' academic performance in West Budama county- Tororo District. It is only students' home activities which have a significant relationship with academic performance. However, this does not mean that students home activities work in isolation of other home related factors such as parents' occupation, family size, and parents' education levels.

Recommendations.

From the findings of the study, the researcher contends that home factors are directly linked to students' academic performance. Therefore;

(i) Parents need to provide students with more home activities that are conducive or support academic performance.

(ii) Teachers and school administrators need to be aware of these home related factors so that they can help students to learn better at school.

(iii) Education planners and implementers of education policies should have in mind these home related factors when making policies that may work in favor of students depending on their home backgrounds.

(iv) Parents need to reduce on family size so that the burdens of sustaining large families are reduced. This can be done through natural family planning methods.

Areas for further research

This study was carried out to find the relationship between home factors such as; parents' occupation, family size, parents' education and students home activities in relation to their academic performance.

(a) A study may be carried out to find the relationship between student factors such as motivation, interest, and attitude to school and academic performance.
(b) The relationship between the age of parents and students' academic performance.
(c) A study should be carried out to find out the relationship between parenting style and students' academic performance.

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APPENDICES

APPENDIX I

TRANSMITTAL LETTER

KAMPALA INTERNATIONAL UNIVERSITY
EXPLORING THE HEIGHTS

Ggaba Road - Kansanga
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OFFICE OF THE CORDINATOR OF EDUCATION
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

May 10, 2011

Dear Sir/Madam,

RE: REQUEST FOR NIKWENGERI ABEL BIRUSYA MED/25151/81/DU TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Administration and Management.

He is currently conducting a field research of which the title is **"Home Factors and Academic Performance of Secondary Students in West Budama Country – Tororo District."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah
Coordinator, Education

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

KAMPALA INTERNATIONAL UNIVERSITY
INSTITUTE OF OPEN AND DISTANCE LEARNING
(SCHOOL OF POST GRADUATE STUDIES)

Dear Respondents,

I am a student of Master of Arts in Educational Management and Administration undertaking a research study entitled "Home factors and students' academic performance of secondary schools in West Budama County –Tororo District". In partial fulfillment for award of Masters Degree of Kampala International University. I kindly request you to respond to my Questionnaire and all the information will be treated in confidence.

Yours Sincerely

.....

Nkwenseri Abel Birusya.

SECTION A. BACKGROUND INFORMATION

Kindly answer all questions. Put a tick (√) where appropriate.

a. Name of the school .....

b. Age .....

c. Gender Male ☐ Female ☐

d. School location A Urban ☐ B Sub-urban ☐ C Rural. ☐

e. Class S.1 ☐ S.2 ☐ S.3 ☐ S.4 ☐

f. School category A Private ☐ B Community ☐ C Government aided ☐

SECTION B. VARIABLES (HOME FACTORS)

i). Type of parents' occupation.

Parents' occupation.	Rating score	FATHER	MOTHER	GUARDIAN
Casual laborer	1			
Office messenger	1			
Peasant farmer	2			
Petty trader	2			
Carpenter	2			
Brick layer	2			
Driver	2			
Sailor	2			
Typist	2			
Teacher	3			
Civil servant	3			
Nurse	3			
Local council leader	3			
Engineer	4			
Clergy	4			
Lawyer	4			
Accountant	4			
Head teacher	4			
Bank worker	4			

Medical Doctor Lecturer Professor Bank manager	5 5 5 5			
Member of parliament Minister Judge	6 6 6			

ii). Family size

Parents	Children	Other dependents	Total
Number			

iii). Parents' level of education.

Tick (√) the appropriate level of education of your Parents/ Guardians.

	RATING SCORE	FATHER	MOTHER	GUARDIAN
No school attended	1			
Primary Education	2			
O. Level	3			
A. Level	4			
Diploma	5			
University degree	6			
Masters	7			
PHD (Doctorate)	8			

iv). Students Home activities.

Indicate by a tick (√) whether your parents perform the following roles on a five point scale of 1-5.

		Rating score
1. Strongly Disagree	(SDA)	1
2. Disagree	(DA)	2
3. Neutral	(N)	3
4. Agree	(A)	4
5. Strongly Agree	(SA)	5

1. When a family member falls sick girls stay at home to attend to the patient.

2. Strongly Disagree ☐
3. Disagree ☐
4. Neutral ☐
5. Agree ☐
6. Strongly Agree ☐

2. We always do manual work before going to school.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

3. Parents pay our school dues on time when the term begins.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

4. We some times miss school to do some work like selling of farm products to supplement family income.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

5. Parents cannot afford for us at school.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

6. We have a balanced diet at home daily.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

7. Parents check the work we do at school.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

8. Parents provide us with relevant books in all subjects.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

9. Parents reward us when we perform well.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

10. We walk long distances to school daily.

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

11. Parents share academics and their expectations, values, attitudes with children

1. Strongly Disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly Agree ☐

APPENDIX III

UCE RESULTS OF TEN SAMPLED SECONDARY SCHOOLS FOR THE LAST NINE YEARS IN WEST BUDAMA COUNTY TORORO DISTRICT.

YEAR 2000	GRADE	SCHOOLS											
		A	B	C	D	E	F	G	H	I	J	TOTAL	
	G.I	5	1	1	27	6			6			46	
	G.2	23	12	4	58	4			5			106	
	G.3	27	10	7	25	0			7			76	
	G.4	26	5	1	9	0			4			45	
	G.7	0	0	0	0	0			0			0	
	G.9	8	9	1	1	1			3			23	
YEAR 2001													
	Grade I	4	0	0	10	5			4			23	
	Grade 2	16	10	1	48	3			8			86	
	Grade 3	29	11	4	52	1			15			112	
	Grade 4	28	11	5	20	1			13			79	
	Grade 7	0	0	0	0	0			0			0	
	Grade 9	17	15	8	7	0			5			52	
Year 2002													
	Grade I	1	0	0	11	8			3			23	
	Grade 2	18	7	4	37	2			10			78	
	Grade 3	47	14	6	26	0			14			107	
	Grade 4	45	25	1	20	0			16			107	

	Grade 7	0	0	0	0	0			0			0	
	Grade 9	22	20	2	6	0			3			53	
Year 2003													
	Grade I	6	2	1	7	9	2		4			31	
	Grade 2	31	7	9	41	4	7		29			112	
	Grade 3	45	7	3	19	0	21		36			131	
	Grade 4	25	6	6	4	0	9		15			65	
	Grade 7	0	0	0	0	0	0		0			0	
	Grade 9	14	4	3	0	0	15		13			49	
Year 2004													
	Grade I	4	0	2	16	15	0	0	4			41	
	Grade 2	11	11	5	39	6	5	11	19			107	
	Grade 3	18	14	10	28	0	14	10	46			140	
	Grade 4	20	12	2	5	0	9	7	20			75	
	Grade 7	0	0	0	0	0	0	0	0			0	
	Grade 9	9	10	4	0	0	6	2	6			37	
Year 2005													
	Grade 1	1	1	0	17	15	1	0	3			38	
	Grade 2	25	2	8	46	21	11	2	18			133	
	Grade 3	30	7	18	25	0	21	13	30			144	
	Grade 4	17	9	10	3	0	17	7	10			73	
	Grade 7	0	0	0	0	0	0	0	0			0	
	Grade 9	7	6	2	1	0	6	5	4			31	
Year 2006													

	Grade 1	1	0	0	4	10	1	1	1	0	2	20	
	Grade 2	7	2	1	36	13	3	1	9	0	8	80	
	Grade 3	20	3	8	35	3	11	2	21	2	9	113	
	Grade 4	32	18	17	30	0	21	16	38	5	12	189	
	Grade 7	0	0	0	0	0	0	0	0	0	0	0	
	Grade 9	5	5	2	1	0	13	5	2	3	3	39	
Year 2007													
	Grade I	4	1	0	16	5	0	0	0	0	1	27	
	Grade 2	20	1	3	67	16	3	1	13	0	6	130	
	Grade 3	18	12	8	45	1	9	7	29	1	11	141	
	Grade 4	40	36	11	23	0	45	16	64	7	13	255	
	Grade 7	0	0	0	0	0	0	0	0	0	0	0	
	Grade 9	7	5	2	0	0	3	3	4	4	5	33	

Year 2008													
	Grade I	3	0	1	34	4	0	0	1	0	4	47	
	Grade 2	6	1	2	62	18	1	2	4	2	12	110	
	Grade 3	25	9	13	24	1	12	7	28	4	10	131	
	Grade 4	23	32	31	9	0	26	15	54	2	2	194	
	Grade 7	0	0	0	0	0	0	0	0	0	0	0	
	Grade 9	0	5	5	0	0	6	5	7	6	1	35	

ACADEMIC PERFORMANCE. SUMMARY GRADES FOR 9 YEARS IN TEN SAMPLED SCHOOLS IN W. BUDAMA COUNTY.

		GRADE			TOTAL	%
		Grade	1	=	296	7.7%
		Grade	2	=	912	23.8%
		Grade	3	=	1184	30.9%
		Grade	4	=	1082	28.3%
		Grade	7	=	0	00%
		Grade	9	=	352	9.3%
		Total			3826	100%

Source: compiled from data by Ministry of Education and Sports Secondary Schools Directory, 2009, Kampala, Uganda.

RESEARCHERS CURRICULUM VITAE

The Researchers Personal Profile

Name :Nikwenseri Abel Birusya

Date of birth :12th April, 1971

Place of Birth : Bugangari Sub county, Rukungiri District.

Educational Background

Dip.Educ (ITEK),B.A Philosophy (Langata-Nairobi),B.A Theology (Urban –Rome).

Working Experience

Taught in several Secondary schools since 1995 such as;

Bugangari S.S.S

St. Agatha Girls S.S.S,

St.Paul's Seminary and

St.Pius X Nagongera seminary.

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