

EXAMINING FAMILY INFLUENCE ON THE ACADEMIC PERFORMANCE OF PUPILS IN
SELECTED PRIMARY SCHOOLS IN HAMURWA SUB-COUNTY, RUBANDA DISTRICT

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ABSTRACT

The study was about examining family influence on the academic performance of pupils in selected primary schools in Hamurwa sub-county, Rubanda district. It was guided by specific objectives which included establishing causes of declining academic performance of pupils in primary schools in Hamurwa Subcounty; finding out how the home influences academic performance in primary schools in Hamurwa Subcounty; and devising remedial measures to improve pupils' academic performance in primary schools in selected primary schools in Hamurwa Subcounty. A cross-sectional research design was used where both qualitative and quantitative research designs were employed. The study used a population of 2025 respondents from five government-aided primary schools: Isingiro primary school, Kakore primary school, Bukombe primary school, Bugiri primary school, and Igomanda primary school. They included parents, pupils, teachers, and head teachers. A sample of 125 respondents was delivered using both purposive and simple random sampling. Data was collected from these respondents using an interview questionnaire and guides. The response rate was 64%, which meant only 80 questionnaires were retrieved. The study findings revealed that a majority of the respondents, 56%, were males compared to females. Most other respondents stayed with their mothers and both parents. It implies that parental support was very vital in improving pupils' learning outcomes. Finally, the study's findings suggested that the Ministry of Education and Sports provide both formal and informal education to parents in order to make them aware of their children's educational needs.

The government should also provide a favorable environment that will create employment for pupils after school. Teachers should also provide pupils with moral support in times of difficulty so that they can be able to cope with their challenges in school.

Teachers should also provide pupils from low socio-economic backgrounds with words of encouragement. The extended family system should be encouraged so that those children who cannot get enough support from their nuclear family can be supported by the other family members.

Parents **should provide financial support for their pupils in school to buy** learning materials. Parents should also try to provide their pupils with pocket money and other learning materials in order to motivate them in their academic work.